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ABSTRACT

This model is for use by State education agencies, local school districts or individual school staffs. It is designed to assess the degree of understanding and awareness of school board members, staff and students in how and why role stereotyping occurs, and how to go about reducing role stereotyping in the school environment. Compiled of materials that address minority group and sex role stereotyping, gathered from six states comprising the Upper Midwest Regional Interstate Project, this model has three sections. Section I discusses the components of minority and sex role stereotyping, how they originate, what purpose they serve and how to recognize them. Section II is the implementation model itself which outlines the process through which state or local education agencies and/or student and parent groups can investigate minority and sex role stereotyping in their school(s). Section III is a resource packet containing sample evaluation and assessment instruments and bibliographies intended to assist in: (1) the definition and discussion of the problems of minority and sex role stereotyping; and (2) the operationalizing of the implementation model itself. (Author/EB)

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FREEDOM FOR INDIVIDUAL DEVELOPMENT: AN IMPLEMENTATION MODEL FOR REDUCING MINORITY AND SEX ROLE STEREOTYPING

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State of Wisconsin DEPARTMENT OF PUBLIC INSTRUCTION

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A Note From Dr. Barbara Thompson
Wisconsin State Superintendent of Public Instruction

This manual is a compilation of the Final Reports of the two Sub-Task Forces of the Advisory Task Force on Freedom for Individual Development appointed by me on January 21, 1975. These Final Reports were the product of many hours of work by a large number of dedicated people. I would like to take this opportunity to thank each of them for the excellent job they did in producing these documents. I would especially like to commend Ms. Connie Threinen, Chairperson of the Sex Role Stereotyping Sub-Task Force and Ms. Gloria Gilmer, Chairperson of the Minority Role Stereotyping for their dedication and leadership in this most difficult assignment. A list of the members of both Sub-Task Forces follows. Copies of the Final Reports may be obtained for $1.00 each from the DPI Publications Section.

After the Sub-Task Forces completed their work, the Upper Midwest Interstate Regional Interstate Project (UMRIP) Policy Committee and the Interstate Role Stereotyping Project Steering Committee added a multistate dimension to the Final Reports by identifying information and resources addressing minority and sex role stereotyping being used in each of their states. These materials make this manual a true interstate product which exemplifies the spirit of cooperation and sharing that has been part of the UMRIP project for nearly ten years. I would like to thank each of the members of these two Committees for the part they played in making this manual a success. A list of the Policy Committee members and the Steering Committee members follows the list of Sub-Task Force members.

The work of the two Sub-Task Forces, the Policy Committee and the Steering Committee was edited into the final product by Gordon Hanson of DPI Bureau of Planning, Evaluation, Information and Research. Mr. Hanson, a research and planning analyst with this agency for over five years, was a resource and evaluation consultant to each of the Sub-Task Forces. My thanks to him for his excellent work in bringing together such varied materials into a very useable final product.

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This Implementation Model has been the product of the efforts of many individuals. I would like to thank the members of both Sub-Task Forces for allowing me to attend many of their meetings and interact freely with them while conducting their work. I would also like to thank the members of both the Upper Midwest Regional Interstate Project Policy Committee and the Interstate Role Stereotyping Project Steering Committee for their comments and suggestions. Finally, I would like to thank all those in the Wisconsin Department of Public Instruction (DPI) who have assisted me in this task of editing this large amount of material into a cohesive implementation model. The DPI staff includes: Dr. Archie Buchmiller, Dr. Tom Stefonek, Dr. Robert Gomoll, Leslie A. Davis III, Nancy Burke and expecially Anna Biermeier.

Preface

Minority and Sex Role Stereotyping in the Schools

The growing awareness on the part of educators and citizens that minority role stereotyping and sex role stereotyping consciously and unconsciously exist in our public school systems has encouraged state education agencies to exercise leadership to decrease role stereotyping in the schools. A number of State Education Agencies (SEA's) across the nation have been working on this topic. Wisconsin has been appointed by the Upper Midwest Regional Interstate Project Policy Committee to develop a role stereotyping resource manual for grades K-12 that can be used by the six states in this region. This manual consists of an implementation model which state education agencies, local school districts, or the staff of single school buildings, may follow, in whole or in part, to assess the degree of understanding and awareness of school board members, staff and students in: (1) how and why role stereotyping occurs; and (2) how to go about reducing role stereotyping in the school environment.

Introduction

This Implementation Model is a compilation of materials that address minority and sex role stereotyping gathered from the six states comprising the Upper Midwest Regional Interstate Project. These states include Ohio, Indiana, Illinois, Minnesota, Michigan and Wisconsin. The purpose of this Model is to provide teachers, administrators, school board members and parents with a set of resources to assist them in combatting minority and sex role stereotyping in elementary and secondary school systems. This Model is adaptable to many levels of inquiry into minority and sex role stereotyping, whether that be at the building, local district, or state level. The primary objectives for this Model are:

1. to raise the consciousness of students and school personnel regarding the nature of role stereotypes;
2. to assist students and school personnel to identify and assess local needs in addressing the problems of role stereotyping through the use of an Implementation Model;
3. to present resource materials in the form of assessment instruments, bibliographies and grievance procedures which might prove useful to assessing and addressing these local needs.

As mentioned above, the material incorporated in this Model comes from the six states participating in the Upper Midwest Regional Interstate Project. The nucleus for this Model, however, comes from the Final Report of the Minority Role Stereotyping Sub-Task Force and the Final Report of the Sex Role Stereotyping Sub-Task Force. These Sub-Task Forces comprised the Wisconsin State Superintendent's Advisory Task Force on Freedom for Individual Development. Dr. Barbara Thompson, Wisconsin State Superintendent of Public Instruction, charged this Advisory Task Force to recommend goals, guidelines, and an overall implementation plan to increase the awareness and capabilities of school staff and students to deal with minority and sex role stereotyping in the school environment.

These Sub-Task Forces provided the Wisconsin State Superintendent with over 300 pages of information, assessment instruments, resource listings, data, consciousness raising articles, and an implementation plan, all aimed at combatting minority and sex role stereotyping in the elementary and secondary school environments. The materials designed and circulated by the remaining five members of the Upper Midwest Regional Interstate Project have been incorporated into the general framework established by these two products. Materials used from states other than Wisconsin are cited. Otherwise the information presented will be assumed to be from the final reports of the two Sub-Task Forces.

Organization of This Model

This Model consists of three sections. Section I lays the groundwork for the Implementation Model by discussing the components of minority and sex role stereotyping, how they originate, what purpose they serve, and how to recognize them. Section I strives to meet objective 1 above, to raise the consciousness of students and school personnel regarding the manner in which people stereotype others. This section includes an extensive glossary of terms used throughout this Model.

Section II is the Implementation Model itself. The Implementation Model outlines a step-by-step process through which a state education agency, local education agency, student or parent group can investigate minority and sex role stereotyping in their school(s). This section is supplemented by a collection of model assessment instruments which are catalogued in the Appendix, Section III. In addition, Section III contains bibliographies to assist in: (1) the definition and discussion of the problems of minority and sex role stereotyping; and (2) with operationalizing the Implementation Model itself. Since this Implementation Model is designed to be used at local, state and classroom levels, and the specific needs of the state, locality or particular classroom will not necessarily be the same, this Resource Appendix covering a wide range of topics and includes various samples of assessment instruments in an attempt to provide a resource for every need. The assessment instruments included in Section III are Models that illustrate the wide variety of approaches that can be taken in assessing race and sex role stereotyping in schools. These instruments illustrate types of questions that can be asked to get at specific information and sample formats for asking these questions.

GLOSSARY

Glossary

Affirmative Action	A positive program designed to increase opportunities for minorities and all persons regardless of sex.
American Indian	A person having origins in any of the original peoples of North America.
Asian	A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Pacific Islands; this area includes China, Japan, Korea, the Philippine Islands, and Samoa.
Black (not of Hispanic origin)	A person having origins in any of the Black racial groups.
Chauvinist	A person unreasonably devoted to a country, a race, a sex, etc. (and contemptuous of other races, the opposite sex, etc.).
Cross-Cultural	Referring to the comparison of commonalities, uniqueness and differences between cultures and groups through expressed generalized or special behavior.[1]
Cultural Pluralism	The concept, policy or social actions related to the diversity of society. This includes the positive aspects of multi-ethnic group study, interaction and institutional response to racial and ethnic groups in society.[2]
Curriculum	An educational program designed to accomplish certain educational goals and to use specific educational means to accomplish those goals; includes the total school environment.
Discrimination	The act of treating one party or group differently from the other; it usually results in treating one worse than the other.

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[1] Planning for Ethnic Education: An Overview of the Elements Necessary in Planning and Implementing Ethnic Studies, Chicago: Illinois Office of Education, Urban and Ethnic Education Section, pp. 4-5.

[2] Ibid., pp. 4-5.

Economically Poor

CSA Poverty Guidelines for All States Except Alaska and Hawaii:

Family Size	Nonfarm Family	Farm Family
1	$2,590	$2,200
2	3,410	2,900
3	4,230	3,600
4	5,050	4,300
5	5,870	5,000
6	6,690	5,700

For family units with more than 6 members add $820 for each additional member in a nonfarm family and $700 for each additional member in a farm family.[3]

Ethnic Group	A group consisting of people of a common national origin who identify themselves or are identified with that origin.
Ethnicity	Peoplehood, a sense of commonality or community derived from networks of family relations which have, over a number of generations, been the carriers of common experiences. Ethnicity, in short, means the culture of people and is thus critical for values, attitudes, perceptions, needs, mode of expression, behavior and identity (Otto Feinstein).[4]
Ethnocentrism	A tendency toward viewing other cultures with disfavor and a resulting sense of inherent superiority.
Feminism	The theory that women should have equal political, economic, educational and social rights as men.

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[3] Poverty guidelines quoted by the Community Services Administration at the Office of Public Affiars, Washington, D.C., are used here to define the economically poor.

[4] Planning for Ethnic Education, pp. 4-5.

Handicapped Children	Children with the following conditions: (a) physical, crippling or orthopedic disabilities; (b) mental retardation or other developmental disabilities; (c) hearing impairment; (d) visual disability; (e) speech or language disability; (f) emotional disturbance; (g) learning disability; (h) pregnancy, including up to two months after the birth of the child or other termination of the pregnancy; or (i) any combination of conditions enumerated in parts (a) to (h).[5]
Hispanics	A person of Mexican, Puerto Rican, Cuban Central or South American, or other Spanish culture or origin, regardless of race.
Implementation Model	The model used in this Manual for implementing a process to combat minority and sex role stereotyping in the elementary and secondary school environments.
Institutional Racism	A group of established principles or fundamental rules which provide a framework for the practice of racial discrimination.
Melting Pot	Positive and negative factors of a social acculturation policy calling for the blending, assimilation and integration of many cultures into one culture system.[6]
Minorities	Racial and nonracial minority groups which in this report also includes women.
Minority	A group which is distinguishable by color or other characteristics in relationship to the dominant culture of the society.[7]

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[5] Section 115.76(3) Wisconsin Statutes.

[6] Planning for Ethnic Education, pp. 4-5.

[7] Ibid., pp. 4-5.

Minority Group	A group that is distinctive from the majority inhabitants of the United States on the basis of race or groups such as the economically poor, the elderly, school-aged parents, and the physically disabled in which race is not a prominent factor.
Model for Failure	A set of 10 errors to avoid in implementing programs.
Multi-Ethnic (Multi-Cultural)	Representing more than one ethnic or cultural group. Often used as an opposite of mono-ethnic to indicate the diverse character of ethnic studies.[8]
Native American	A person having origins in any of the original peoples of North America.
Nonracial Minorities	School-aged parents; physically, mentally, and emotionally handicapped; elderly; and the economically poor.
Pluralism	A concept that aims toward a heightened sense of being and of wholeness of the entire society based upon the unique strengths of its members.
Prejudice	A feeling and/or attitude of hostility (dislike, contempt, fear, anxiety, etc.) against an individual group or a preference for an individual group.
Racial Minorities	Blacks, Hispanics, American Indians, Asians.
Racism	Any attitude, action, or institutional structure which subordinates a person or group because of their color.
Role	The part played by an individual in relation to a group of which he or she is a member.
Role Stereotyping	The act of applying unfounded traits to an individual based solely upon that person's membership in a group.
School-Aged Parents	Parents, male or female, who are within the age limits of compulsory school attendance laws; also includes pregnant girls.

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[8] *Planning for Ethnic Education*, pp. 4-5.

Segregation	Separating one individual or group from another.
Sex Bias	Prejudice based solely on sex exclusive of individual characteristics.
Sex Discrimination	The denial of opportunity, privilege, role, or reward on the basis of sex. The term "discrimination" refers to the act of an individual or institution or the omission of an act, in either case based on conscious or unconscious stereotyping or on overt efforts to exclude persons on the basis of sex.[9]
Sexism	The accumulation of attitudes, beliefs, and behaviors which result from the arbitrary assumption that one sex is superior in some respects. In the context of educational institutions, the term refers to the accumulation of structures, policies, practices, and activities that overtly or covertly mandate or pattern the development of females and males and prepare them only for traditional sex roles.[10]
Sex Role Stereotypes	A stereotype is based on the assumption that because a number of individuals share one attribute, e.g., race or sex, they are similar in all others. Stereotypes arise from our natural need to organize the world around us. They may also represent results in over-simplified beliefs, attitudes, or uncritical judgment. A sex role stereotype may be defined as the assumption that all males or all females, because they share a common gender, also share common abilities, interests, values and roles.[11]
Socialization	Socialization is the process by which children and adults are prepared to occupy various roles. It is achieved through the provision and accumulation of life experiences that transmit knowledge, attitudes, and skills to perform functions necessary for these roles. Socialization for young children is often deliberate and readily observable as

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[9] Guidelines for Eliminating and Preventing Sex Discrimination, Lansing, Michigan: The Michigan Department of Education, 1976, pp. 7-8.

[10] Ibid., pp. 7-8.

[11] Ibid., pp. 7-8.

Socialization, cont.	children are being prepared to carry out a complex collection of economical, social, physical, political, and psychological roles as adults. By contrast, adult socialization is more subtle and unnoticed because it consists of continued reinforcement for already learned roles. In situations where the learning of new roles or skills is necessary, adult socialization may become extremely focused and explicit.[12]
Special Education Programs	Programs designed to aid students who are defined as educationally handicapped because of social and/or cultural deprivation.
Stereotype	An oversimplified generalization about a particular group of people which usually carries derogatory implications.
Target Group	Racial and nonracial minorities.
Target Population	Target group.
Women's Studies	Course about women's characteristics and roles in which information about women is emphasized and present truths are re-evaluated from a woman's point of view.

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[12] Guidelines for Elimination, pp. 7-8.

SECTION I. ROLE STEREOTYPING -- ITS NATURE AND SCOPE

Why Study Role Stereotyping?

Role stereotyping was chosen as the focal point for this Model for two reasons. First, role stereotyping, rather than racism and sexism, is the factor most common in discrimination practices due to membership in a minority group or one gender or another in the school environment. Not all minorities found in the school environment and addressed in this Model can be defined in strictly racial or gender terms. Such minorities as the physically and mentally handicapped, school-aged parents, and the poor can be found in all races and in both genders. What all these minorities do have in common with racism and sexism is: because of the nature of their minority status in the school environment, they can be and are discriminated against.

Minority role stereotyping and sex role stereotyping are preconceived expectations of behavior or performance based solely on a person's exterior qualities such as race, sex, handicapped condition, socioeconomic status or the like. The concept of minority and sex role stereotyping is somewhat broader than the concepts of "racism" and "sexism." "Racism" is defined by the U.S. Commission on Civil Rights[1] as any attitude, action, or institutional structure which subordinates a person or group because of his or her color. "Sexism" is defined as "the accumulation of attitudes, beliefs, and behaviors which result from the arbitrary assumption that one sex is superior in some respects. In the context of educational institutions, the term refers to the accumulation of structures, policies, practices, and activities that overtly or covertly mandate or pattern the development of females and males and prepare them only for traditional sex roles."[2]

Both minority and sex role stereotyping produce the same effect as racism and sexism. That is, both minority and sex role stereotyping subject a person to narrow, preconceived categories of behavior, academic achievement, employment outlook, etc., regardless of an individual's academic background, personal motivation, personal abilities or employment aspirations. And, more importantly, even though there may be no minority children living in a local school district or a local district may have no explicit restrictions placed on participation in school activities because of the sex of the child, these preconceived notions based solely on "exterior qualities" can be perpetuated in a local school district through the examples of role stereotyping found in a district's curriculum and textbooks. These rigid roles may or may not be consistent with the "real" world. Furthermore, they may conflict with the personal wishes or developmental needs of an individual child.

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[1] The United States Commission on Civil Rights, Racism in America and How to Combat It, The United States Commission on Civil Rights, Clearinghouse Publications, Urban Series No. 1, Washington, 1970, p. 5.

[2] Guidelines for Eliminating and Preventing Sex Discrimination, The Michigan Department of Education, Lansing, Michigan, 1976, pp. 7-8.

The second reason why this Model addresses role stereotyping rather than racism and sexism is that role stereotyping is subtly pervasive in our society. Racism and sexism are not subtle even though some may contend they are pervasive. Racism and sexism are explicitly forbidden by Federal law. For instance, Title VI of the Civil Rights Act of 1964 (P.L. 88-352) states that "no person in the United State shall, on the ground of race, color, or national origin, be excluded in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972 (P.L. 92-318) states that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefit of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."

Role stereotyping has no Federal law prohibiting its presence in the school environment; but role stereotyping is present in school environments and can facilitate discrimination. The discussion in the remainder of this Section of the Model will demonstrate how this Model is specifically designed to assist state education agencies, local education agencies, school boards, and interested parent groups in conducting a systematic analysis of their particular school environment (whether their environment includes the state as a whole, the local district, or a single school building) for evidence of role stereotyping which may indeed facilitate discrimination. Before a group is ready to conduct this analysis, however, a better understanding of what constitutes "role stereotyping" is needed.

Definition of Role Stereotyping

A stereotype is an oversimplified generalization about a particular group of people that usually carries derogatory implications. Role stereotyping, as defined in this Model, is the act of applying unfounded traits to an individual based upon that person's membership in a stereotyped group. These generalizations may stigmatize an individual as sharing the assumed characteristics of the group and thereby stand in the way of the maximum fulfillment of that individual's potential.

Uniformity of Stereotypes

Widely accepted stereotypes stem from the uniformity and agreement on the traits assigned to the stereotyped group, as well as from the frequency with which the traits are ascribed to the group. Groups that are not conspicuous in the culture are not always assigned a uniform stereotype. From an early age we learn to separate people on the basis of group characteristics. Once these images are adopted, our perception and understanding of individuals are blocked. The more it appears to us that the image is justified, the more uniform the stereotype becomes. Some adjectives assigned by a dominant group to a non-dominant group may change from time to time. Shifts in perceptions about people, however, may simply substitute one stereotype for another. For example, G.M. Gilbert points out that with the impact of World War II,

> The Japanese stereotype changed from a favorable image in 1940 of intelligent, industrious, and progressive to a negative image in 1950 of imitative, sly, treacherous, and extremely nationalistic and back to a favorable image today.[3]

The fading of some stereotyped images has been traced to changes in the social studies curricula and to the disappearance of the stereotypes from the cultural media.

Degree of Intensity

Although stereotypes assigned to a particular group appear to be well known throughout the culture, the name of the stereotyped group has a different meaning for those who dislike that group than it does for those who do not. The degree of favorableness or unfavorableness with which one reacts to individuals in a stereotyped group depends upon the intensity with which one likes or dislikes the group. Highly-prejudiced persons are prone to assign more stereotypes to a group than less-prejudiced individuals. Role stereotyping that emphasizes dissimilarities between two groups intensifies the hostility between the groups and therefore increases the desire for a physical separation between them. Positive role stereotypes that emphasize similarities among groups tend to nurture intergroup harmony.

Target Groups of Stereotyping

Everyone belongs to at least one group and is subjected to some form of stereotyping by virtue of membership in that group. In our society groups that are frequent targets of disparaging stereotypes include women, Black Americans, Hispanic Americans, American Indians, Asian Americans, the handicapped, the elderly, school-aged parents, and the poor.

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[3] G. M. Gilbert, "Stereotypes: Persistence and Change Among College Students," Journal of Abnormal and Social Psychology, Vol. 46, pp. 245-254, 1971.

How Stereotyping Is Learned

Over and over again, children are exposed to negative attitudes about members of the target minority groups addressed in this Model through information sources which they regard as trustworthy, such as the family, peers, institutions, textbooks, and other media. Gradually the learner's perception is distorted and stereotypes and myths are accepted as truths. By repeatedly excluding positive images of the target population, while simultaneously building positive images of other groups into the life experiences of children and adults alike, stereotypes are learned.

> We tend to perceive in accordance with what we already believe, filtering out that which is alien. We tend to remember best that which is consistent with our current attitudes.[4]

How Stereotyping Is Taught

The dominant group of society usually sets the standards for what is acceptable in appearance, values, and behavior. It chooses styles assumed to be approximated by its own members as the standards by which group behavior is compared. Deviations from these standards are regarded as disabilities.

Our nation's schools were developed primarily to transmit these norms; therefore, stereotypes of the target population exist openly, yet unnoticed, in curriculum materials. Stereotyping is embedded in student-staff relationships; in out-of-class activities; in classroom practices; in personal interactions in the school; in the effectiveness of school and school learning; and in the extension of the school into the community.

Stereotypes are taught through the language. The practice persists in our society of designating certain adjectives to each social group. Generally adjectives used to stereotype minorities are unfavorable and are associated either directly or indirectly with disabilities or handicaps. For example:

> Women are emotional. American Indians are alcoholic. Mexicans are stupid. Blacks are culturally disadvantaged. Orientals are sneaky. Senior citizens are forgetful. Handicapped persons are helpless. Single parents are permissive. Poor people are lazy. White men are power hungry. Hillbillys are socially backwards.

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[4] James D. Anderson and Dale G. Lake, From Information To Action, Alban Institute, Inc., Washington, 1974.

J. D. Stabler, et al.,[5] investigating the racial attitudes of white preschool children, illustrate the ease with which adjectives with common negative connotations can be transferred from a neutral setting to another totally unrelated setting with potentially deep sociological and psychological implications. The researchers combined story-telling with pictures of white and black animals or persons. Eighty-six and one half percent (86.5%) of the children scored in what the researchers interpret as a "prejudicial direction." Black figures appearing in the stories were evaluated by the children as "bad," "ugly," "dirty," "naughty," "stupid," and "mean" while the white figures were evaluated as "good," "happy," "nice," and "clean." One particular story, as well as two others used by the investigators, demonstrated that the colors black and white, by themselves, have connotative meanings which are substantially similar to the meanings commonly associated with racial membership. The authors speculated that the color-meaning factor may act as either a contributing or a reinforcing factor for prejudice through the transference of these connotations associated with colors to groups and individuals within that group who happen to have skin of a certain pigmentation.

Mary Ellen Goodman, an anthropologist who began studying race awareness in young children (average age four years) in 1943, also documented this transferring of connotations associated with colors to racial overtures. The white children in her study discussed objects of brown and black colors as "...ugly - dirty - black - naughty - bad - nasty."[6] What is striking about Goodman's findings, though, is the expression of inferiority by over half the Black four year olds in the nursery school she studied:

> They convey this orientation primarily through their implicit acceptance of the judgments which are made on the other side of the line. They agree that whites are "prettier," "nicer," more desirable playmates, and even that Negroes are "dirty," "ugly," and generally undesirable. In rare instances this kind of acceptance leads to a depreciation, not only of the we-group, but even of the self. Andrew uses "black" as a general epithet, and then turns it on himself, "I'm black - black - black." (He is in fact no more than medium brown.) Herman carries self-depreciation to the extreme, though possibly with personal as well as group reference involved. Herman tells us "I'm not no good."[7]

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[5] J. D. Stabler, E. E. Johanson, M. A. Berke and R. B. Baker, "The Relationship Between Race and Perception of Racially Related Stimuli in Preschool Children," Child Development, Vol. 40, pp. 1233-1239, 1969.

[6] Mary Ellen Goodman, Race Awareness in Young Children, Revised Edition, Colliers Books, London, pp. 86-87.

[7] Ibid.

Stereotypes may be taught directly or indirectly. When primary teachers say to children, "Let's sit Indian style," and the children sit on the floor in a cross-legged position, a stereotype about American Indians is being taught. The misconception has been presented and reinforced that American Indians sit in this manner--one more mistaken idea the children have learned about American Indians.

How are untruths taught about skin color? It is common to see children being given pink or white paper to draw pictures of themselves. Often teachers say, "Use your skin color crayon to color in the face." If there is just one labeled "skin color," this tells the child that there is one acceptable skin color.

Stereotypes are taught in textbooks through the illustrations; the characterizations of heroes and heroines; the kinds of relationships developed between persons who are different; and in the depiction of the contrasting life styles of individuals.

For example, James Banks,[8] in an analysis of 36 American history textbooks used in grades four through eight, found that most of these textbooks had incorporated racial material by extolling the virtues of selected Black heroes while ignoring the plight of the masses of Black people. Banks sees this relegation into a socially palatable role of "hero" as obscuring the full significance of the Black experience in this country.[9] By emphasizing the hero role, a role that a child from any race or sex can identify with, there is little or no room, or possibly no need, to introduce students to other aspects of race such as the social and historical factors which have kept the Black people at the lower rung of the social ladder.

An analysis of five series of readers widely used in Baltimore City elementary schools by the Baltimore City Feminists organization reported that all the textbook series under consideration tended to:

- underrepresent Blacks and other racial minorities;
- show Blacks participating in predominantly white groups rather than either functioning in an ethnic setting or having whites participating in a predominantly Black group;

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[8] James Banks, "A Content Analysis of the Black Americans in Textbooks," Social Education, Vol. 33, No. 12, pp. 954-957, 963, December, 1969.

[9] Ibid., p. 963.

25

- fail to deal honestly with the socioeconomic oppression of Blacks and other minorities;

- show Blacks and other minority groups more frequently in historical or in fantasy settings rather than in realistic contemporary settings;

- show far fewer Black females than Black males;

- show minority children having to be "super" children to be "accepted."[10]

The sex role stereotypes in textbooks appear as rigid and narrow as minority role stereotypes. Women on Words and Images, in a survey of 134 books used in New Jersey schools, found that male biographies outnumbered female biographies six to one. Women were portrayed in 26 different occupations while men were portrayed in 147. Furthermore, the men were found in a much wider range of occupations while the women were mostly found in traditionally feminine occupations. These included teachers, nurses, telephone operators and secretaries.[11] Women on Words and Images also noted that in addition to female occupations being narrowly sex-typed, many of the roles portrayed were demeaning (i.e., fat ladies in a circus) and unrealistic for most girls (i.e., queens, witches, acrobats).[12] And in stories where the main character exhibited a measure of cleverness, problem-solving ability, bravery, acquisition of skills, or adventuresomeness, males were the main characters four times as often as females.[13]

The Baltimore City Feminists who analyzed the minority role stereotypes in five textbooks widely used in the elementary grades above also analyzed these textbooks for role stereotypes associated with females. They found that these texts:

- show adult women primarily as mothers, functioning indoors;

- ignore women as workers outside the home;

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[10] Council on Interracial Books for Children, Sexism and Racism in Popular Basal Readers, 1965-1976, Council on Interracial Books for Children, New York, 1976, p. 34.

[11] Women on Words and Images, Dick and Jane As Victims: Sex Stereotyping in Children's Readers, Women on Words and Images, Princeton, N.J., 1972, p. 6.

[12] Ibid., p. 53.

[13] Ibid., p. 7.

- show women as deriving their sense of worth from being self-sacrificing and family-identified rather than being full individuals in their own right;
- show adult women in stereotyped roles--mother, witch, little old lady;
- show women in typical domestic roles--washing dishes, buying groceries, doing the laundry, baking a cake, and usually wearing an apron;
- show girls in passive or failure situations, generally in indoor settings;
- show girls as lacking bravery, skill, and initiative;
- show girls preparing for their future domestic roles--baby-sitting, shopping for mommy, learning to cook, worrying about clothing;
- show girls in isolation--alone or with one other girl--rather than in groups;
- underrepresent girls as central characters.[14]

An identical analysis by this Baltimore City group of role stereotypes associated with males found that these same texts:

- focus on the achievements of white males;
- show males as resourceful, adventurous, successful individuals;
- present men as models for such classifications as "the ideal American," and in most factual articles feature male achievements;
- show men in positions of power or authority, i.e., doctors, scientists, astronauts, writers, breadwinners--usually carrying briefcases;
- show boys solving problems, acquiring information, achieving manhood, excelling in sports, working out conflicts, exhibiting courage and resourcefulness;
- show boys relating to other boys in teams, games, athletic events or clubhouses, and excluding girls from their activities.[15]

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[14] Sexism and Racism in Popular Basal Readers, pp. 34-35.

[15] Ibid., p. 34.

In and out of school, stereotypes are perpetuated through jokes. Comedians sometimes choose stereotypes that demean the character of stutterers, elderly people, language minority people, and Black people as a source of entertainment for adults. Youngsters observe our enjoyment of this kind of humor and soon learn that it is all right to make fun of certain groups. After all, these people should have a sense of humor; no one really takes the jokes seriously. Whom is this humor harming? Whom is it helping?

Effects of Stereotyping on Learners

Stereotyping is a two-headed monster; not only does it harm the stereotyped individual, but also it has negative effects upon those who perpetuate it.

Role stereotyping is convenient; it saves mental energy not to have to react to each person as an individual who is different from another. For example, in looking over the class list a teacher may say:

> "Oh, here is a child with the last name of Lee. I wonder if the child is Chinese? I hope so; they are such good students."
>
> "Here is a Garcia. They are artistic."
>
> "Oh no. I have a child from the Howard family. What dummies!"

The teacher is setting expectation levels for these students, sight unseen. The Lee child is expected to succeed and the Howard child to fail. The teacher tends to remember only those observations about the children that fit the stereotypes he or she has assigned. In this way the teacher justifies his or her predetermined conduct toward the child. Educators who perpetuate these stereotypes may consciously or unconsciously end up channeling minority students into tracks of lesser opportunity. Limited expectations of and opportunities for minorities begin in the lower grades but continue in the employment market. By channeling individuals into careers based on their sex, physical prowess, socioeconomic status, race, age, or partental status, role stereotyping can contribute to limiting the earning capacity and the social mobility of these individuals, and can limit the power of the stereotyped individual to effect political and economic changes.

Role stereotyping can also contribute to undisciplined cognative activities. Reliance upon stereotypes could cause individuals to fail to exercise their own observational powers and to fail to practice objective reasoning in order to draw realistic conclusions, a serious impediment to the learning process. Stereotyping can lead to a failure to learn about exceptions to general rules in science, mathematics, English, and other domains of knowledge, a factor which results in a mislearning of these disciplines.

Effects of Stereotyping on Educators and Schools

Role stereotyping can be particularly harmful to educators who rely heavily upon role stereotypes to understand the world around them. Such dependence may diminish their ability to assess objectively both the weaknesses and strengths of the curricula, their students, and themselves. Hence, they may forego opportunities that would lead to their own intellectual and professional development. For example, as a teacher got up from his game of cards in the teachers' lounge and walked off to his class he remarked,

> "I don't know what I'm going to teach this period. I don't even attempt to teach these kids what I used to teach."

The teacher made this comment in a large, urban public school where the population had shifted from almost all white to 70 percent Black. Could this type of negative attitude toward Black students' learning abilities contribute to this school's daily truancy rate of 40 percent? Could this teacher's attitude further subordinate minorities by linking the students' capacity to learn to the teacher's ability and willingness to teach?

Many school disciplinary problems are rooted in role stereotyping. If a student has been cast into a limited role stereotype by educators, then others expect the student to behave in the manner prescribed by that role. Students who have accepted the role may have the same conception of their behavior in society as the stereotype dictates. They come to believe that they are doing what they should be doing and may experience little outward conflict with those who have set the standards for them. Students who are compelled to attend school but who see the school as unresponsive to their needs may develop certain behaviors as a way to maintain their self respect. Educators may view such political acts as pathological and continue to have little respect for the students. Correspondingly, the students show little respect for, little confidence and trust in, and great hostility toward those who have a stereotyped image of them. It is almost impossible for the students to learn from those they distrust. These relationships can contribute to frequent disciplinary problems, high suspension rates, high truancy rates, and high dropout rates, especially in schools where most authority figures first come to know those they teach through stereotypes. This stereotyped image cannot be hidden from the learner.

Conclusion to Section I

Section I discusses the nature and scope of minority and sex role stereotyping. Minority and sex role stereotyping are preconceived expectations of behavior or performance based solely on a person's exterior qualities such as race, sex, handicapped condition, socioeconomic status or the like. These expectations have the same effect on the individual as "racism" and "sexism" in that they discriminate against a person by subjecting them to narrow, preconceived categories of behavior, academic achievement, employment outlook, etc., regardless of that individual's academic background, personal motivations, personal abilities or employment aspirations.

This section also discussed the subtleness of role stereotypes. Role stereotypes are difficult to contend with because: (1) they are oversimplified generalizations about a particular group of people; and (2) role stereotypes are usually uniformly applied to groups because they correspond more or less to traits associated with that group; (3) role stereotypes are easily taught through the transference of meanings associated with one set of terms (such as colors) onto the group whose skin pigmentation corresponds with the color; (4) role stereotypes can have negative as well as positive connotations; (5) role stereotypes exist for almost every fabric of daily life and are readily presented in textbooks used by both elementary and secondary students; (6) these role stereotypes found in textbooks may or may not be inconsistent with "real" life; (7) and these role stereotypes may conflict with the needs and wishes of individual students.

With this general introduction to the nature and scope of role stereotyping, the second section, which contains the Implementation Model, outlines a systematic process for analyzing role stereotyping. The Model consists of six phases, each phase designed to lay the groundwork for the next phase. When completed, the process should produce: (1) a profile of the role stereotyping problems existing in a SEA, LEA, or school building; (2) a set of recommendations to rectify these problems; (3) an implementation plan for putting the recommendations into operation; and (4) an evaluation of the process itself which will facilitate the correcting of the process as it unfolds.

SECTION II. THE IMPLEMENTATION MODEL

Introduction

Section II contains the Implementation Model which outlines a step-by-step approach to assessing role stereotyping in the school environment. The Implementation Model is based on the discussion of the nature and scope of role stereotyping presented in Section I. The Implementation Model is composed of six phases which are self-contained units, each addressing one aspect in the process of analyzing role stereotyping. Each phase may be taken as a separate unit to be worked on independently of the other phases, or may be implemented simultaneously by separate teams of participants, interfacing at the proper juncture points within each phase. The phases are designed to progress developmentally so that Phase I establishes the groundwork for Phase II, Phase II establishes the groundwork for Phase III, and etc.

Even though these phases are designed to "stand on their own" as independent units, schools with limited personnel resources may want to extract the elements within each phase that they can handle given the personnel resources available. Other research groups regardless of size may also want to extract the elements they define as useful for their particular needs. In either case it is highly recommended that Phase I, the Preparation Phase, be consulted closely to ensure that the analysis process is properly set up to successfully meet your needs. A "Model for Failure" outlines the possible pitfalls group can encounter while using this Model and should also be consulted closely before beginning.

Philosophical Framework of the Implementation Model

The people who control and operate schools have many different perceptions of what the school ought to accomplish. There are differing opinions regarding how the school should be run and what kind of people should be produced as a result of their schooling. School administrators, school directors, school teachers, students, and parents all have somewhat varying perceptions of the purpose of the school. Yet many of these divergent groups would accept as a major goal of education the emergence of a concept of dignity and of freedom for individual development. It is basically this concept that has motivated the development of the implementation model described below.

What the school does to society affects what the society does to the school. Therefore, role stereotyping cannot be approached as a single problem but rather as a set of problems simultaneously interacting upon the school and the larger society in which the school exists. In the past, educators have tended to solve independently, and for one moment in time, sets of educational or social problems which were in themselves interacting upon each other. The positive effects of such solutions were of limited duration because of the changing nature of the school and the larger society. As Russell L. Ackoff says:

> To learn is to improve effectiveness under constant conditions. To adapt is to maintain or improve effectiveness under changing conditions.[1]

In order to cope with educational and social problems, what is needed are school districts whose members can learn and adapt more effectively under conditions of increasingly rapid change. Rather than seek rigid solutions to isolated educational and social problems, we must develop processes which assure the maintenance and improvement of solutions over time as educational and social problems change in nature. Such processes are an integral part of the content of this Implementation Model and require the cooperation both of the school community and of the broader community for their implementation.

Intent of the Implementation Model

The intent of the Implementation Model is to help school districts come to grips with educational problems as sets, rather than as independent problems, by outlining a step-by-step process which, when followed as presented or modified to fit the particular needs of the group utilizing this Model, should provide a comprehensive analysis of the status of role stereotyping in whatever setting is being studied. With minor adaptations to allow for variations in scope, the analysis process outlined in this Model fits such varied settings as state education agencies, local education agencies, as well as school building needs. The Model assesses stereotyping in seven areas:

1. curriculum and curriculum materials;
2. school policies and practices;
3. hiring practices and contractual services;
4. finances and facilities;
5. teacher inservice activities;
6. power and decision-making;
7. student activities and services.

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[1] Russell Ackoff, The Second Industrial Revolution, The Alban Institute, Inc., Washington, 1975.

Although the specific target groups in the Implementation Model are designated as women, American Indians, Black Americans, Hispanic Americans, Asian Americans, the elderly, school-aged parents, the handicapped, and the economically poor, the Model is adaptable to any other stereotyped target group.

Objectives of the Implementation Model

The Implementation Model has three principal objectives:

1. to seek out and evaluate data about prejudicial role stereotyping in the policies, practices, and patterns of behavior in the public schools;
2. to plan and effect changes in behavior resulting from prejudicial role stereotyping in the public schools;
3. to maximize the effectiveness of staff and students in recognizing and removing prejudicial labels, prejudicial attitudes, and prejudicial school practices.

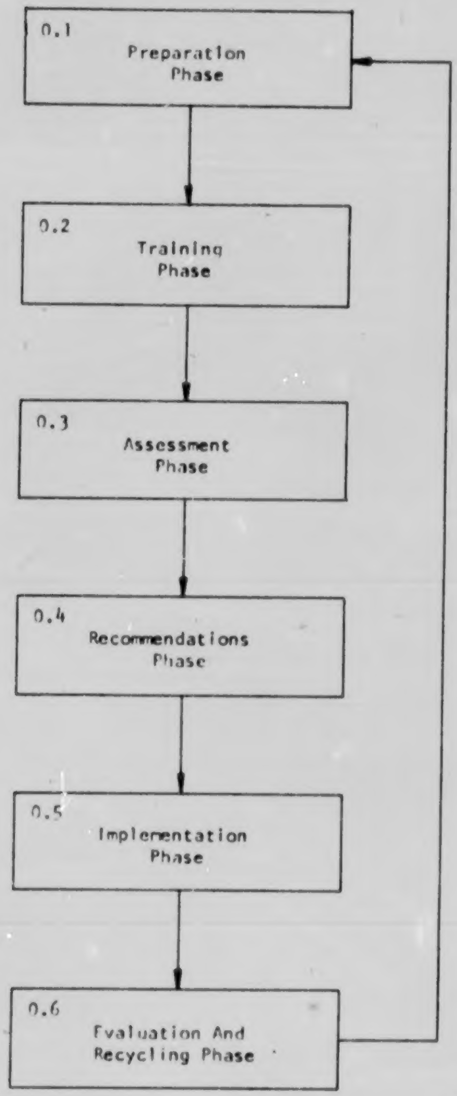
Six Phases of the Implementation Model

The Implementation Model consists of six phases, each phase laying the groundwork for the next. These phases are briefly described as follows:

PHASE 1.	PREPARATION	The first phase outlines activities school districts should consider in order to conceptualize and operationalize the Implementation Model successfully.
PHASE 2.	TRAINING	The second phase indicates minimal training needs of those school/community persons who will be engaged in assessing the status of the school or school district relative to role stereotyping.
PHASE 3.	ASSESSMENT	The third phase presents items to be weighed by teams of school/community persons to determine the status of the school district relative to role stereotyping in the seven areas listed under "Intent of the Implementation Model."
PHASE 4.	RECOMMENDATIONS	The fourth phase consists of the careful development of recommendations for change in those areas of need as indicated by the assessment process.

PHASE 5.	IMPLEMENTATION	The fifth phase requires the development of a plan for implementing the agreed-upon recommendations.
PHASE 6.	EVALUATION AND RECYCLING	The sixth phase describes a method that can be used to assess progress based upon previous actions to determine whether or not objectives have been achieved and what further or continuing efforts are needed.

THE IMPLEMENTATION MODEL


0.1
Preparation Phase
0.2
Training Phase
0.3
Assessment Phase
0.4
Recommendations Phase
0.5
Implementation Phase
0.6
Evaluation And Recycling Phase

A Model for Failure

It may be helpful at this juncture to provide a checklist of Obstacles to the successful implementation of the Model for the purpose of guiding decision makers away from procedures known to cause failure. A successful implementation of the proposed Model will accomplish two things: (1) it will identify and change policies and procedures that perpetuate role stereotyping in the schools; and (2) it will create an impartial environment, by the use of district standards, through which opportunity for development can be shown to be unrelated to group membership. To insure these outcomes, however, extreme caution must be taken to employ the right procedures in carrying out the Model. The process of putting the new concept into practice is as vital to its success as the validity of the concept. Failure to adopt new ideas to accomplish the desired results more often is owing to errors in the implementation process than to a lack of merit in the concept. The Implementation Model can be aborted when any of the following conditions is superimposed upon it. In their totality, these obstacles are referred to as "A Model for Failure." They are described in more detail below. Stated briefly, the Implementation Model will not work if:

1. it is inadequately or incompletely conceptualized;
2. inadequate resources are allocated;
3. the staff is poorly prepared;
4. there is an insufficient number of capable staff;
5. the Model is not supported by top administrators;
6. implementation timetables are unrealistic;
7. the Model's limitations in the political arena are unrecognized;
8. the Model is drowned in paperwork;
9. the attitude prevails that the Model cannot work;
10. the attitude that this Model does not apply to us.[2]

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[2] Adapted from Stephen J. Knezevich. Program Budgeting, Berkeley: McCutchan Publishing Co., 1973, p. 278.

1. The Model is inadequately or incompletely conceptualized.

Frequently, decision makers embrace noble concepts and decide that their institutions can benefit from their application. Often these concepts involve new ways of thinking, new approaches, or a rearrangement of the institution's organizational structure. The more "catchy" the concept, the more likely it is to be adopted without fully exploring very basic implications for the particular institutions.

Regardless of the apparent merits of the concept, it should be tested on a limited basis first to allow implementors an opportunity to understand it completely. Ideally, several alternative implementation approaches should be tested before committing the entire district either to the concept or to a particular variation of it.

2. Inadequate resources are allocated.

Frequently, guessing rather than using reliable estimates of the short and long-term costs of implementation will lead to a bind at some point. In particular, this is true of staffing demands. A pilot test of the Model will provide more objective data on the nature, quantity and quality of the necessary resources before the institution is totally committed to the Model.

Once sufficient data exist to indicate that a total commitment is justified, the Model should be made an integral part of the ongoing teaching/learning process. If it is not integrated into the regular school program, chances are the Model will not be supported internally, and therefore it could be cut off when outside funds dry up.

3. The staff is poorly prepared.

In every institution there are key staff members who must understand and be committed to any changes that are proposed. Some of these people will require special training. To mandate a change without fully informing, orienting, and training these key staff members as well as failing to give them a chance to have input or acquiring their implied support is to guarantee floundering.

4. There is an insufficient number of capable staff.

It is important to assign a sufficient number of staff with the necessary skills to adequately handle the additional responsibilities they will have under this Model. This may require adding new staff or shifting the responsibilities of existing staff. A pilot program is helpful in this determination. A sure way to risk complete failure is to shift staff with capabilities in one area to another area in which there is no evidence of that particular staff's ability for the task.

5. The Implementation Model is not supported by top administrators.

Although top administrators may not admit openly that they do not support a plan they have been authorized to direct, they can allow a plan to fail. One way may be to provide minimal support to those who are directly responsible for implementing the Model. The administrator may regard the implementors as extremists and jeopardize their efforts through such tactics as allowing for little or no planning time or never managing to get beyond the planning stage. A crisis situation can be avoided by including top administrators on all levels of implementation.

6. Implementation timetables are unrealistic.

Poorly conceived timetables are the cause of considerable staff disenchantment with any new process. Timetables unilaterally planned often underestimate the time required to do the job. A simple principle to follow could be to assume that everything takes longer to accomplish than initially thought. One dangerous extreme is to work without a timetable or execute one as the process moves along. This procedure could cause the staff to vacillate between periods of complete dormancy and periods of shattering haste. In either case, failure to prepare a workable implementation schedule can only be a barrier to success.

7. The Implementation Model's limitations in the political arena are unrecognized.

If the Model is half-heartedly supported by the district administrator, the school board, teacher organizations, and parent organizations in the district, then it probably will fail. Combatting role stereotyping is as political as it is human. Role stereotyping not only shapes individuals' expectations and wants, but also it shapes beliefs regarding what they deserve. Those who embrace the Model will be in conflict with those who have a manufactured interest in the Model but are neither attuned to the problem nor to any responsibility for really doing anything about it. The nature of the subject has political implications that must be fully explored through good public relations and public education. The school community should be involved to every extent possible in all stages of planning and implementation.

8. The Implementation Model is drowned in paper work.

If in the planning process there is no concern for reducing the amount of paper work to minimum essentials, then implementors of the Model may be drowned in paper work. Disgust with too much paper work leads to frustration with the Model. All paper work should have a purpose and a use; amassing useless information is a sign of inefficiency and can reduce effectiveness.

9. The attitude prevails that the Implementation Model cannot work.

Those persons who are convinced the Implementation Model cannot work may be saying only that they never have seen a Model of this nature work. Hence, their words are conjecture. They may offer many technical arguments to support their position. They deserve to be heard so that strategies can be designed to overcome the obstacles they identify. These individuals should not be authorized to administer the Model because they will not seek an alternative to failure.

10. The attitude prevails that the Implementation Model does not apply to us.

"Ours is an all-white community; this Model does not apply to us," is likely to be one of the first reactions to the design in some communities. Since women, school-aged parents, the poor, the handicapped, and the elderly are included in this Model, and in all probability most students will live in a multi-cultural world, it is obvious that this Model is applicable in any community. The need always exists to assess whether or not the school environment inhibits the natural development of children. As illustrated in Section I of the Manual, the range of satisfying job opportunities could be diminished for graduates of schools in districts where roles are perceived narrowly. And dissatisfaction may be imbedded in the graduates' stereotyped images of themselves and in their stereotyped images of the world outside the district boundaries.

Summary of the "Model for Failure"

Understanding the potential impact of the "Model for Failure" is important for all concerned with initiating change. The utilization of new ideas often requires new skills, attitudes, and perspectives especially for key people in the implementation process. Without the new skills, attitudes, or perspectives, people may overlook or treat lightly many basic steps. Just as the cornerstones of a building must be carefully located and soundly constructed, so must the implementation plan of a new idea. Nothing is more self-defeating than to build a new program from the blueprints of a failing model.

USER'S GUIDE: Table 1 and Figures on the following pages outline a model structure for operationalizing the Implementation Model. This model suggests that a Project Coordinator be appointed to coordinate the efforts of the various working committees and subcommittees. The structures and duties of these committees and subcommittees are designed to facilitate smooth and comprehensive employment of the Implementation Model on the state, local district or school building level. Since it would be cumbersome to outline all of the variations to this model structure one could devise for each of these settings, the Implementation Model is presented as designed for local school district application. The Implementation Model can be adjusted to meet the specific needs of all groups. It is recommended that users be familiar with the entire Implementation Model before adapting it to specific needs since each phase is designed to lead into the next and the early deletion of one step may preclude utilizing another step further on in the process.

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Table 1

Suggestions for the Organizational Structure of the Implementation Model

Agent	Responsibilities	Membership	Line of Communication
Project Coordinator	Plan and direct the entire project in cooperation with the advisory committee; act as a liaison between the School Board and the Advisory Committee; prepare the budget; serve as a member of all subcommittees of the Advisory Committee; gather, duplicate, and distribute materials; receive reports from Area Assessment Team chairperson.	A person with an administrative background, or capable of functioning as an administrator, who already has a comprehensive understanding of role stereotyping.	Reports to the School Board or the Administrator.
Advisory Committee	Plan with the Coordinator the entire project; determine subcommittee structure and recommend facilitators; act as liaison between the School Board and the Central Area Coordinator; release progress reports to the community.	12-15 members, including school board members; school personnel; an instructional materials specialist; representatives of the target groups; students and former students (graduates and dropouts); and a consultant on role stereotyping.	Reports to the School Board through the Project Coordinator or Committee Chair.
Possible Subcommittees of the Advisory Committee			
° Budget	Prepare cost estimates for the Implementation Model.	Subcommittee members may be chosen by the Advisory Committee from its own membership, or, with the approval of the School Board or the Administrator, additional persons may be chosen.	Reports to Advisory Committee.
° Recruitment	Recommend to the Advisory Committee people from the total community to serve on Area Assessment Teams.		"
° Training	Plan orientation and training sessions for facilitators and Area Assessment Teams.		"
° Standards and Evaluation	Set standards for recommendations and evaluate recommendations in light of the standards.		"

Table 1 (Continued)

Agent	Responsibilities	Membership	Line of Communication
Subcommittees (continued)			
° Public Information	Keep community informed about the work of the Advisory Committee through school newspaper, written reports to the board, etc.		Reports to Advisory Committee.
Team Structure			
° Central Area Coordinator	Coordinate work of Area Assessment Team; provides for supporting services to Area Coordinators	A staff person.	Reports to the Project Coordinator.
° Area Coordinator	Coordinate work of all Area Assessment Teams; arranges for meetings to get reports on the answers to assessment items within the area; compiles reports from Team chairperson.	One coordinator for each assessment area.	Reports to Central Area Coordinator.
° Area Assessment Teams	Gather information in a given area by observations, interviews, study of documents, etc., in order to rate specific assessment items in that area; collect information from teachers, students, parents, principals, administrators, community representatives.	Four to eight people per Team taken from a broad cross section of community groups; several Teams in each area if necessary.	Reports to Area Coordinator.
° Team Facilitator	Assist Area Assessment Team members in discharging their responsibilities.	Team member who has completed the orientation and training workshop.	Reports to Area Coordinator.
° School Resource Consultants	Provide information and materials about a specific school; refer Area Assessment Teams to appropriate sources to gather needed information about the specific school.	Representatives from the central or specific school's administrative staff.	Relate to Area Assessment Teams.
° Community Resource Consultants	Provide information and materials about community groups; refer Area Assessment Teams to sources to gather needed information about the community.	Representatives from the community, including representatives from labor, industry, education, religious groups, public and private agencies.	Relate to Area Assessment Teams.

I. The Preparation Phase

The Preparation Phase outlines minimal personnel requirements for a successful operationalization of the Implementation Model. Each description of a Committee or Team includes a recommended membership list and specific assignments and duties associated with it. The assignments and duties associated with each Committee or Team relate to the entire Implementation Model and are continually referred to throughout the remaining five phases of the Implementation Model.

USER'S GUIDE: Please note that the Preparation Phase contains several committees of varying sizes and assignments. Some of these committees may or may not be needed by all who use this Implementation Model. Even though you may decide not to use all the committees introduced here, it is recommended that you study carefully the duties associated with all committees and assign these duties from committees not being used to those that are being used.

A. An Ad Hoc Committee composed of School Board members could be appointed by the local School Board to act as a steering committee in this early phase of operation. The responsibilities of the Ad Hoc Committee would be to:

1. recommend district standards for each assessment item in the Phase III assessment instrument;
2. design and present an awareness workshop for School Board members;
3. propose qualified candidates to coordinate the project;
4. suggest criteria for membership on an Advisory Committee;
5. recommend the responsibilities and authority of the Advisory Committee and the coordinator of the project;
6. recommend to the School Board names of a possible chairperson and members of the Advisory Committee;
7. establish guidelines for the assignment of administrative and clerical staff to the Advisory Committee;
8. design orientation workshops for the Advisory Committee;

9. determine the time frame for completion of the Implementation Model.

B. The local School Board should appoint and provide resources for a local Advisory Committee to recommend and oversee the operationalization of a district-wide program to deal with minority and sex role stereotyping in the schools.

1. The Advisory Committee to be recommended by the Ad Hoc Committee should be representative of the major groups responsible for school policies and practices. Minority group members and males and females could be selected from, but not limited to, the following groups:

    a. School Board members;

    b. school administrators;

    c. teachers and professional support personnel;

    d. other support personnel;

    e. citizens, including parents and students.

2. Responsibilities of the Advisory Committee are identified as, but not limited to, the following:

> USER'S GUIDE: It is critically important that a staff inservice be conducted to decrease staff anxiety over the duties assigned to the Area Assessment Teams and to facilitate a common base of understanding when discussing role stereotyping in the assessment process. Consult the Training Phase for assistance in this matter.

    a. develop a plan for inservice programs to create an awareness of minority and sex role stereotyping among all school staff, board members, and community;

    b. design subcommittee structures and team structures to carry out the Implementation Model;

    c. organize as many Area Assessment Teams as are needed;

    d. encourage community participation in the assessment process;

    e. design training programs for those who will be assessing the school district and making recommendations;

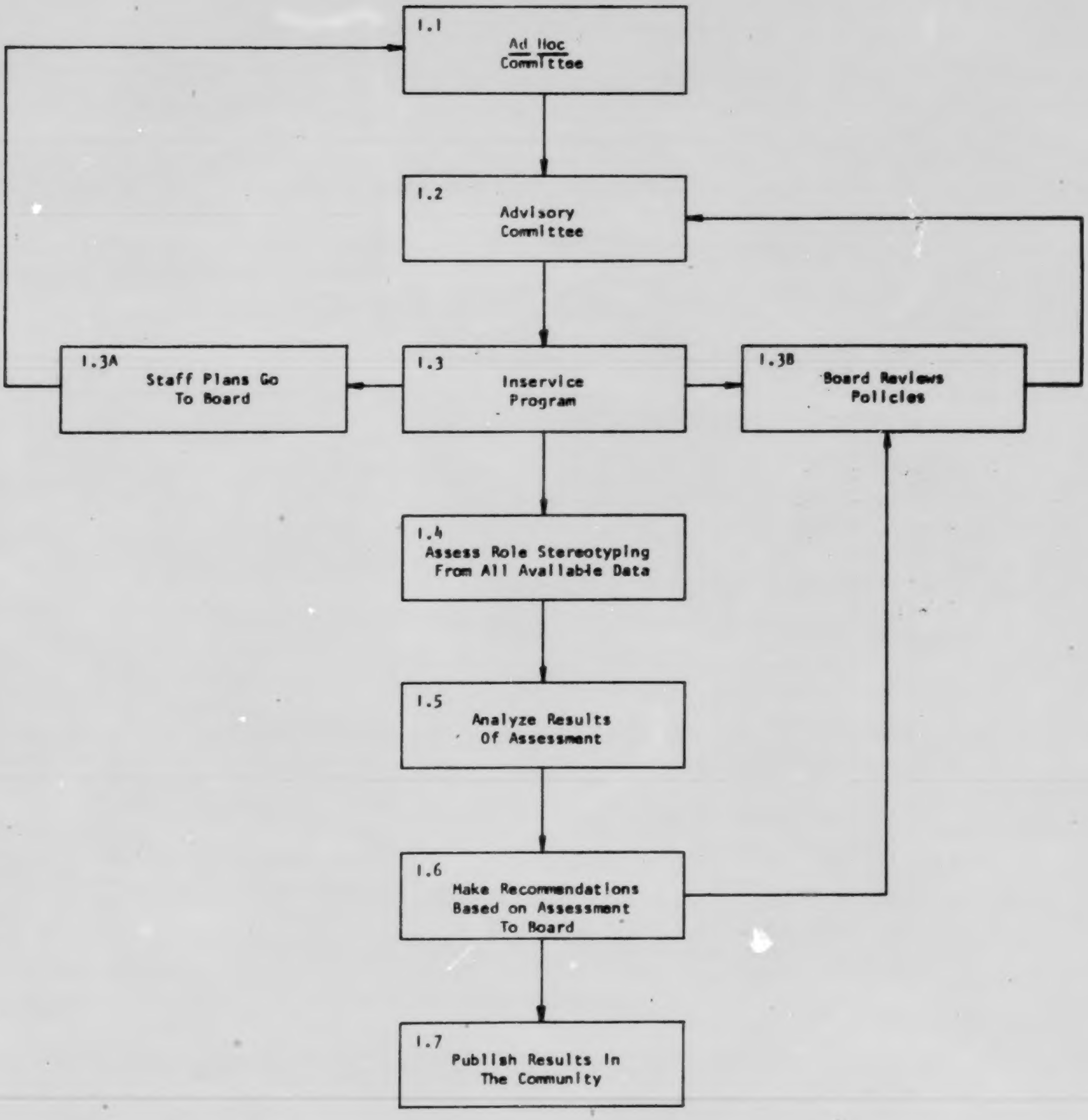
f. encourage the sharing of findings among Area Assessment Teams to check perceptions and eliminate duplication of effort;

g. monitor the actual assessment of the schools;

h. review the assessment results and report to the School Board on actions which should be taken;

i. make required program reports within the Board's established time frame.

I. THE PREPARATION PHASE


1.1
Ad Hoc Committee
1.2
Advisory Committee
1.3A
Staff Plans Go To Board
1.3
Inservice Program
1.3B
Board Reviews Policies
1.4
Assess Role Stereotyping From All Available Data
1.5
Analyze Results Of Assessment
1.6
Make Recommendations Based on Assessment To Board
1.7
Publish Results In The Community

II. The Training Phase

USER'S GUIDE: The Preparation Phase identified several committees, subcommittees and teams associated with the operationalization of the Implementation Model. Each of these groups needs to be oriented both to the nature and scope of role stereotyping and to their specific tasks within the Implementation Model. The Training Phase outlines the minimal steps and a compilation of special issues considered basic to the task of training these committees and teams. Not all of the steps and issues raised in this Phase will apply to every school district, SEA, or school building group utilizing this Model. It will therefore be necessary to review the materials presented and choose that which best fits your needs.

The purpose of this Phase is to suggest training possibilities for the diverse groups of people who will be using the assessment items in Phase III to determine the degree to which role stereotyping exists in the school district. Orientation and training are recommended because people's understanding of role stereotyping will be at varying levels. Whether the Ad Hoc Committee, Advisory Committee or a separate Training Committee takes on responsibility for this Phase, the following objectives represent minimal requirements for success.

A. Determine the training objectives.

    1. Help participants identify what is and what is not role stereotyping by:

        a. utilizing the discussion in Section I of this Manual;

        b. facilitating discussion among the group members on what each identifies as role stereotyping.

    2. Make participants aware of their own feelings on role stereotyping by:

        a. utilizing the discussion in Section I of this Manual;

        b. facilitating discussion among the group members on how each feels about role stereotyping.

B. Select members for the Training Team who have experience in combatting role stereotyping. Members could be selected from, but not limited to, the following:

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1. a human relations specialist;
2. a school board member or school administrator;
3. a teacher and a professional support person;
4. a representative from other support personnel;
5. citizens, including parents and students.

C. Plan orientation workshops, training sessions, and inservice training as needed to prepare personnel to conduct the Assessment and Recommendations Phases. The content of the training sessions should incorporate the skills needed for identifying role stereotyping in school policies, practices, and procedures by examining school documents containing information relevant to their specific assessment needs. The training sessions should include an evaluation which will determine the effectiveness of the training and the knowledge acquired by the participants. Some activities that could be undertaken in this training include, but are not limited to, the following:

1. demonstrate how the Resource Manual works;
2. conduct sessions on the Implementation Model, its techniques and tools;
3. conduct skills training sessions on the use of instruments in the Implementation Model;
4. study the assessment items and review district standards in the chosen assessment area or areas;
5. develop skill in reporting findings and writing recommendations;
6. discuss organizational structure of the school district and its pupil services;
7. conduct sessions on role stereotyping, its nature and scope;
8. develop skill and paractice in identifying role stereotyping in the chosen assessment area by presenting problem situations; looking at policies, practices, procedures, and school personnel structure; and learning interviewing and observation techniques;
9. raise or at least review all or some of the following questions or topical considerations:

a. SCHOOL BOARD MEMBERS AND SUPERINTENDENTS:

(1) Have we a written policy prohibiting discrimination based on race, sex, or physical, mental or social handicapping conditions?

(2) Do graduation requirements differ on the basis of race, sex, or handicapping conditions? For example, are junior high girls required to take home economics and do boys have to take industrial arts? Are Human Relations courses offered in all schools as well as in racially mixed schools?

(3) Have we a written policy requiring that instructional materials being considered for purchase be analyzed for bias related to race, sex, handicap, age, or socioeconomic level? Specifically, in such materials, are the activities and achievements of members of all races, women, handicapped persons, older persons, and low socioeconomic level persons recognized? Are women and girls given the same respect as men and boys? Are activities assigned on the basis of abilities, traits, and interests rather than on rigid and narrow role stereotypes?

(4) Are some courses or activities open only to or dominated by a single race, sex, or handicapped group? Courses: for example, physical education, industrial arts, home economics, vocational education, health? Activities: for example, cheerleading, future nurses, drill teams, marching bands, safety patrols?

(5) Does the athletic program offer all students similar opportunities for skill development and competition regardless of race, sex, or handicapping condition where feasible?

(6) Do the staffing patterns present stereotyped models? For example, are most elementary teachers women? Is the district administrator a man? Are most secondary school principals men? Are the food service and/or maintenance crew personnel consistently members of a minority group?

(7) Do we offer any courses in ethnic or women's studies as a means of providing a balanced view of life in a rapidly changing complex society like the United States?

(8) Is work being undertaken to review existing courses to incorporate the new research and insight promoted by ethnic and women's studies?

(9) Does our inservice education program include the importance of equal educational opportunities regardless of race, sex, or handicapping condition?

(10) Are we complying with state law which prohibits school districts from forcing pregnant students to withdraw and requires districts to provide special programs upon request of the pregnant student?

b. CENTRAL OFFICE STAFF:

(1) Does our athletic director make equal opportunities available for boys and girls of all races and regardless of handicapping conditions in providing:

   (a) equipment and supplies;

   (b) game and practice facilities;

   (c) locker rooms;

   (d) travel and per diem allowances;

   (e) game and practice schedules;

   (f) coaching assignments and pay;

   (g) medical and training services;

   (h) publicity?

(2) Does our vocational education coordinator encourage among students and employers the hiring of young women and young men of all races and regardless of handicapping conditions in nontraditional jobs; for example, young men in clerical jobs, young women in production and sales?

(3) Do our building principals treat women teachers differently from men, thereby reinforcing sex role models? For example, are supervisory assignments of teachers such as bus loading/unloading, study hall, lunchroom, hallway, the monitoring of athletic events, etc., based on assumptions such as women have "home responsibilities" or men are "better" disciplinarians or men need extra income and women do not?

(4) In dealing with discipline problems do principals act on preconceived ideas for solutions based on the student's race, sex, or handicapping condition? For

example, do we overprotect girls or physically handicapped students while failing to empathize with boys or members of a racial minority?

(5) Are school playgrounds divided into boys' areas and girls' areas?

(6) Do our professional libraries contain books, magazines, etc., which bring new research and new ideas on such topics as sex roles, human relations or the physically or mentally handicapped, to the attention of the professional staff?

c. TEACHERS, LIBRARIANS, AND OTHER SPECIALISTS:

(1) Do classroom "atmosphere" and practices prepare students for contemporary realities? For example:

(a) In early grades are girls encouraged to play with toys related to housekeeping, mothering, nursing, while boys are encouraged to play with mechanical and electric toys, building sets, and other mechanical equipment? Are play things also divided up according to the racial characteristics of the class? Are calculators reserved for those "likely" to go on to college while the mechanical toys are reserved for those "likely" to go on to vocational training?

(b) In later grades do our science and mathematics teachers expect more of male students, or of students of one racial group rather than all groups? Are the handicapped students kept from participating to their fullest capabilities in science and mathematics classes?

(c) Do we expect boys to have more intellectual curiosity than girls? Do we expect girls always to be the assistant or helper?

(d) Do we expect more docile behavior and better manners from girls while expecting boys to be more rebellious and discourteous? Do we admonish boys to be "chivalrous" and treat the girls like "ladies"?

(e) Do we use language which stereotypes, speaking of "men in government"; doctors, lawyers, executives as "he"; teachers as "she"?

(f) Do we expect all girls to be interested in home, family, and child care. Do we expect racial minorities to be interested in athletics and to be poor achievers in science? How do we treat those who do not fit the stereotypes?

(g) Do we assign classroom tasks by race, sex, or handicapping condition? For example, do we expect boys to carry heavy things and to operate audio-visual equipment while girls do clerical tasks and pick up the room or clean off the chalkboard?

(h) When the group needs to be divided in half do we divide by race or sex? Do we create special groups for physically or mentally handicapped students?

(i) Do we use different punishments and rewards according to race or sex? Do we ever punish boys by making them sit with girls, or vice versa?

(j) Do we ridicule relationships between males and females in a way that promotes stereotyping like "women never make up their minds"?

(2) In the process of selecting instructional materials do teachers and librarians analyze them for their inherent role stereotyping? For example:

(a) Do our history materials emphasize political and military leaders, most of whom have been white males, while ignoring the lives of members of other racial groups as well as white females and their roles in the daily life of society?

(b) Do our mathematics materials show girls measuring for cooking or sewing while boys row the boat, run a distance in so many minutes or throw a ball so many feet? Are all racial minorities represented? Are physically and mentally handicapped students represented? Are all of the examples taken from problems familiar mostly to one socioeconomic group rather than all?

(c) In selecting materials for literature courses, do our teachers include authors and stories with main characters of all races, ages, and both sexes?

(d) In pictorial displays, are women and men of all races and handicapping conditions equally represented across all levels of occupations and activities?

(3) Is our course content stereotyped?

(a) Do our teachers of social studies include the part women played in the social protests of the 19th century? Do we include contemporary feminism as a significant social movement? Do we bring to the attention of students the changes imposed on the family by industrialization and the inherent separation of working men and working women from their families? Are the roots of slavery discussed openly in all classrooms regardless of racial make-up? Are the contributions of diverse ethnic groups such as the Irish and Chinese influence on the building of the railroads discussed? Is the effect the railroads had on the lives of the American Indians discussed in conjunction with discussing the push West?

(b) Do our family life teachers describe the traditional image of relationships in the middle-class nuclear family as norms and ideals? For example, do they fail to analyze the economic factors affecting other racial or socioeconomic groups, including current statistics on the cost-of-living, the two-income family, the one-parent family, relationships of fathers with children, the housework-sharing within some contemporary families?

(c) In vocational education, do our industrial arts teachers give girls craft projects and rarely permit them to operate power equipment? Do our home economics teachers teach boys "bachelor cooking" and neglect parenting skills and other crafts usually associated with homemaking?

(d) Do our art, music and dance teachers encourage the participation of males of all races and socioeconomic status? And in the appreciation courses are the works of female artists of all races included along with male artists of all races? Are handicapped students encouraged to participate to their fullest capabilities in art and music classes?

(e) Do our health education or sex education teachers cover psychological factors and differences of sexuality? Do they openly discuss alternative life styles or subtly emphasize marriage as the preferred life style?

(f) Do our physical education teachers expect sufficiently high performance from girls or do we permit them to avoid the skill training and body conditioning so valuable to self-confidence and maximum health? Do physical education teachers expect different levels of performance from members of racial minorities? Are handicapped students given the opportunity to participate to the fullest of their abilities?

(4) When our teachers advise students regarding course selection and life goals do they consciously or unconsciously encourage stereotyped patterns?

d. COUNSELORS, PSYCHOLOGISTS, SOCIAL WORKERS AND OTHER SUPPORT PERSONNEL:

(1) Are we supportive of individuals entering non-traditional lifestyles and careers?

(2) Regarding course selection, do we steer students into traditional stereotyped courses: boys of one group into math and science, while boys of racial minority groups are steered into woodworking, machine shop, drafting; or girls of one group into humanities, languages or home economics, while girls of racial minorities are steered into secretarial courses, typing, and family living?

(3) Regarding vocational goals, do we steer boys into male-dominated vocations such as science and engineering, machine operation, medicine and law; girls into female-dominated vocations such as nursing, teaching, secretarial work? Are girls approached by the counselors with the premise that they will work for a short time only and will then make a full-time career of marriage? Do we ignore the vocational goals of physically and mentally handicapped students, the poor, or the school-aged parent?

(4) Do we use vocational ability and interest tests based on traditional expectations for men and for women?

(5) Do we make college and scholarship recommendations differently on the basis of sex, race or socieconomic status?

(6) Are the resource materials in our guidance library categorized by sex with fewer options suggested for women?

(7) Do we assist boys with career selection more than we assist girls? Do we channel members of minority groups

into stereotyped careers regardless of individual skills, needs or potential? Are school-aged parents given the chance to develop skills other than parenting skills while in school?

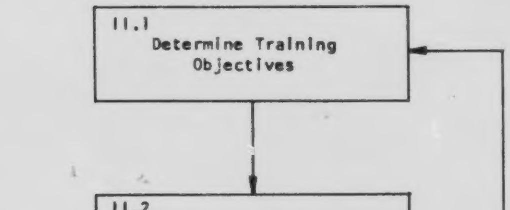
(8) Do we direct girls and boys into different extra-curricular activities, girls into drama and dance, boys into athletics?

(9) Do we use current data regarding marriage, divorce, birth rates, and employment of all people regardless of minority status? Do we make certain that students know that 95 percent of American women are now spending some part of their lives employed?

(10) In dealing with students' behavior do we overprotect girls while denying that boys need empathy? Do we smother handicapped students with sympathy? Do we punish school-aged parents for being pregnant by ignoring their needs both in and out of class?

(11) For career days are speakers chosen who bring new possibilities and examples of employment opportunities to both sexes and all minority statuses?

II. THE TRAINING PHASE


II.1
Determine Training Objectives
II.2
Select Members Of Training Team
II.3
Plan Necessary Training Sessions
II.4
Gather Resources For Training Sessions
II.5
Assess Impact Of Training Phase On Participants

III. The Assessment Phase

USER'S GUIDE: The Assessment Phase outlines the minimal steps a Committee or Team could go through in assessing role stereotyping in their local school district, SEA, or school building. This Phase also includes an extensive collection of model assessment instruments. These instruments illustrate the various formats that can be used in organizing the actual assessment of role stereotyping and demonstrate how to formulate questions, organize answer schemes and tabulate findings. This collection includes survey instruments, opinionnaires, checklists, and a complex instrument which statistically weights its findings. This instrument, the first in the group, was specifically designed for this Manual by the Minority Role Stereotyping Sub-Task Force (see Section I of this Manual). Except for those instruments not labeled "Reprinted by Permission of the Author and/or Publisher," permission to use an instrument presented in this Manual must be received in writing from the author and/or publisher before using it. These assessment instruments are included in this Manual primarily to assist you in developing your own instrumentation based on your particular needs. (All instruments appear in the appendices, see below.)

The Assessment Phase presents a process by which teams of school/community persons can determine the actual status of role stereotyping in the school district. The assessment consists of items the school district should consider in its treatment of members of the target groups relative to role stereotyping. The assessment instruments are to be used for the purpose of making recommendations for change that the School Board should consider in the seven assessment areas. Items may be added, if necessary.

The seven areas of assessment are:

1. curriculum and instructional materials; (see pages 77-81)
2. school policies and practices; (see pages 82-84)
3. hiring practices and contractual services; (see pages 85-86)
4. finances and facilities; (see page 87)
5. shared power and decision-making; (see pages 88-89)
6. teacher inservice activities; (see pages 90-91)
7. student activities and services. (see pages 92-93)

Work in the Assessment Phase should be completed by teams of four to eight persons working with a specific set of questions within a given assessment area. Team members could be selected from, but not limited to, the following groups:

1. school board members and school administrators;
2. teachers and professional support personnel;
3. other support personnel;
4. citizens, including parents and students.

USER'S GUIDE: Refer back to the Preparation Phase and Table 1 for a review of the Area Assessment Team's structure and assignment.

More than one Assessment Team should be assigned to respond to the assessment instrument. Area Assessment Teams should convene to report their findings. Some suggested Area Assessment Team activities include:

1. participants should be subdivided according to interest/knowledge to consider specific items in the assessment instrument;
2. a master schedule across assessment areas should be developed for interviewing school personnel and for observing related school activities;
3. all assessment activities should be initiated simultaneously and completed within the same time frame;
4. each Team should receive assistance as needed in rating items, reporting, and analyzing findings.

Since schools are changing environments, the assessment dates should be established in advance. A reasonable time for completion of this Phase is estimated to be about six weeks. The complete assessment plan may be used in one or more assessment areas in any given assessment time period.

Each of the seven assessment areas could be assessed on several levels. On the local level, four possible appraisals could be conducted: the teacher's personal appraisal, the classroom appraisal, the school building appraisal and the district-wide appraisal. On the state level, appraisals of the seven assessment areas include three alternative ways of accumulating statewide data: gleaning data from the Annual Report submitted by local districts; devising a new form to collect only role stereotyping information; or sending out a survey instrument to collect attitudes and perceptions rather than objective data on role stereotyping. Regardless of which of the appraisal alternatives outlined below is chosen, the model assessment instruments presented at the end of this Phase will assist in the formation of appropriate questions to be included in appraising the seven assessment areas for evidence of role stereotyping.

Local Level Appraisal

Alternative A: Teacher's Personal Appraisal

Teacher's appraisal of her own/his own attitudes, perceptions and behaviors towards role stereotyping.

1. Purpose - to provide the teacher with a system of self appraisal of attitudes and perceptions towards role stereotyping.
2. Timing - could be completed at the beginning and end of each semester or school year, and repeated at intervals as seen fit by the teacher or as designed in the instrument. The results of this appraisal would not be reported to anyone, but would be strictly for self use.
3. Note - this could be a valuable part of any level of appraisal since it is ultimately the classroom atmosphere, created by the teacher, which will be instrumental in changing role stereotyping.

Alternative B: Classroom Level Appraisal

Classroom appraisal for evidence of role stereotyping occurring in curricular materials, relationships between students, and students and teachers.

1. Purpose - to appraise the atmosphere of each classroom in regard to role stereotyping.
2. Timing - could be conducted at beginning of the school year and at the end of the school year for each classroom and each teacher within that classroom. Could be voluntary or mandatory.
3. Note - could contain two instruments, a teacher appraisal instrument and a student appraisal instrument, both designed to measure the same variables (e.g., attitudes,

procedures, interactions, etc.) to provide discrepancy measurements between teacher and student appraisal of the same variables.

Alternative C: School Building Appraisal

Appraisal of role stereotyping which may occur at the school building level.

1. **Note** - everything would be identical to Alternative D below, but applied at the school building level.

Alternative D: District Level Appraisal

Appraisal for local school districts or area schools to determine their own standing in regard to role stereotyping.

1. **Purpose** - to allow local school districts to appraise themselves on their progress toward reducing role stereotyping.

2. **Timing** - could be conducted in the fall and reported annually.

3. **Note** - this assessment would be for local consumption and would be designed to provide the local district with a measurement of local role stereotyping practices.

State Level Appraisal

Alternative E: Gather Data By Annual Report

Accumulation of facts and figures about the enrollment of students by course, by sex, by race.

1. **Purpose** - to see whether there are any changes occurring in courses which have demonstrated a propensity towards sex or minority dominance in the past.

2. **Timing** - would be included by the local school districts on the Annual Report, due usually the same time each year.

3. **Note** - this survey would be computerized along with the rest of the Annual Report and provide for a quantitative look at the movement of students by sex and/or minority in various courses. For example, movement could be noted in such sex typified courses as French and German (female dominated) or algebra and calculus (male dominated).

Alternative F: Form To All School Districts

The accumulation of facts and figures on role stereotyping through the utilization of a specific form.

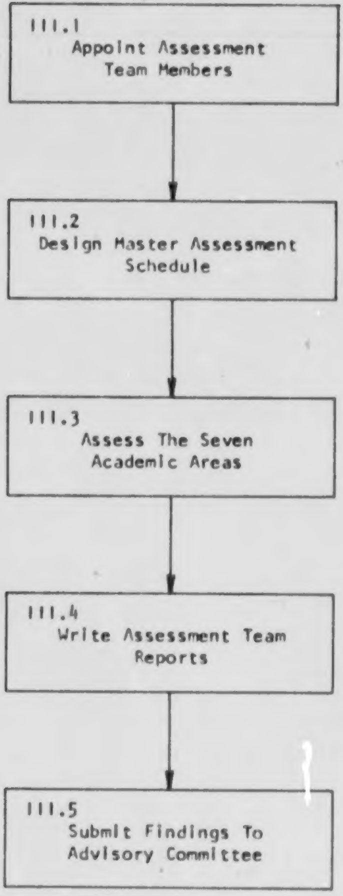
1. Purpose - to gather statewide information on the degree to which local school districts are reducing role stereotyping.
2. Timing - could be collected annually.
3. Note - this survey would be a checklist in which a school district would indicate the steps taken towards reducing role stereotyping.

Alternative G: Survey

Appraisal of attitudes toward, and perceptions of role stereotyping of selected populations such as teachers, administrators, curriculum area specialists, school board members, guidance counselors, conducted on a random sample basis.

1. Purpose - to give measurement of possible movement of attitudes and perceptions over time from a starting point (note: the starting point would be the first time the survey was made).
2. Timing - could be conducted this fall with follow-up annually in the fall.
3. Note - survey in Fall of the first year may show little need for reduction of role stereotyping while a subsequent survey may show great need for the reduction of role stereotyping.

III. THE ASSESSMENT PHASE


III.1
Appoint Assessment Team Members
III.2
Design Master Assessment Schedule
III.3
Assess The Seven Academic Areas
III.4
Write Assessment Team Reports
III.5
Submit Findings To Advisory Committee

IV. The Recommendations Phase

The purpose of the Recommendations Phase of the Implementation Model is to guide Area Assessment Teams in interpreting the ratings given schools on a related set of assessment items. Recommendations for change can then be formulated for consideration by the School Board. The design of the Team Report Forms found at the end of this Phase assists Team members with this decision-making model. Team Reports should be consolidated into Area Assessment Reports. The accumulation of Area Assessment Reports should then provide the contents of the Advisory Committee Report to the School Board.

> USER'S GUIDE: Refer back to the Preparation Phase and Table 1 for a discussion of the Committee structures and assignments found in this Phase.

A. The following activities should at least be considered when preparing to make recommendations for change based on the Assessment Phase:

1. each Area Assessment Team should summarize its work by completing the Team Report Form;

2. each Area Assessment Coordinator should compile a report from the individual Area Assessment Teams;

3. using the reports compiled by the Area Assessment Coordinator, the Teams should further analyze the data collected and make recommendations to the Board based on their analysis. The following steps should be considered in order to arrive at a set of recommendations for presentation to the School Board:

    a. Identify the problem:

        (1) describe the problem;

        (2) state the standard recommended by the Ad Hoc Committee in the Preparation Phase;

        (3) describe the difference (disparity) between the standard and the problem situation.

    b. Identify the most likely cause of the problem:

        (1) What is effected by maintaining the disparity? When, where, and how can these effects be observed?

(2) What is not effected by maintaining the disparity?

(3) What distinguishes that which is effected from that which is not?

(4) What produced the disparity (possible causes)?

(5) Which possible cause explains all of the above questions (which is most likely to be the cause)?

c. Set standards for solution:

(1) Does the problem call for treatment of its causes or treatment of its symptoms?

(2) Who has the authority to act?

(3) What activities are necessary to treat the problem?

(4) What are the moral, legal, and practical limitations?

(5) What are the time and budget limitations?

d. Select alternative solutions (at least three).

e. Test solutions against the standards.

f. Select the alternative which best fits the standards.

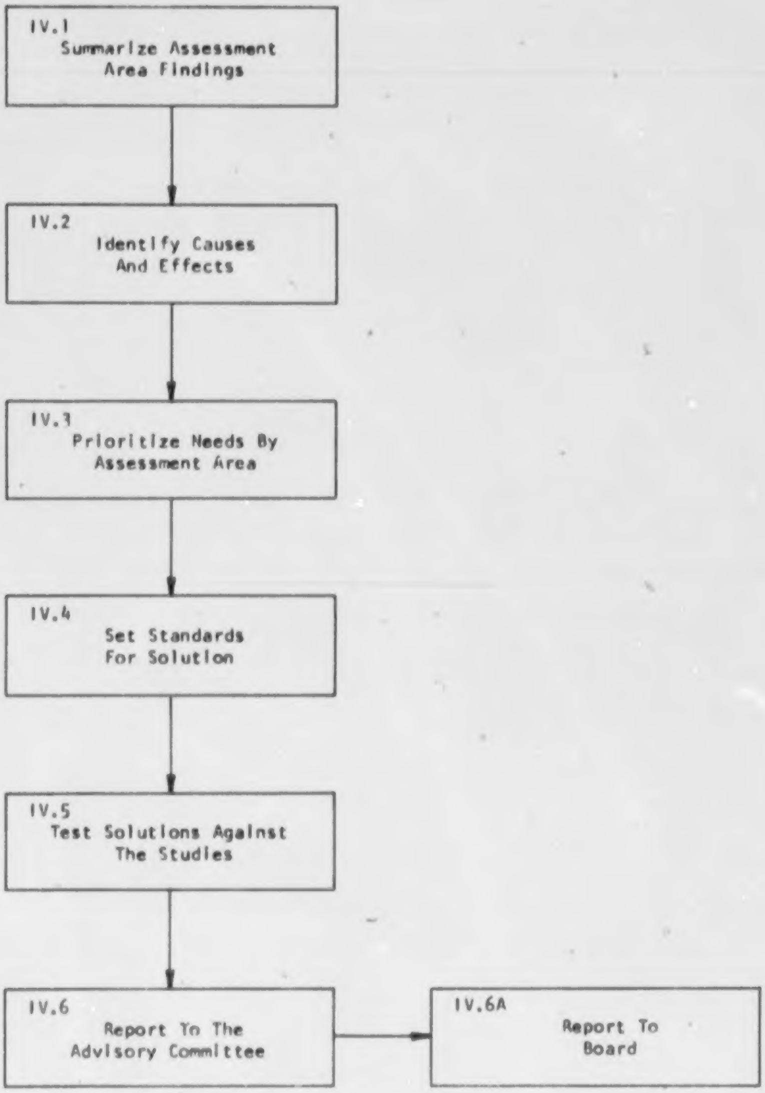
g. Identify obstacles to implementing the proposed solution.

h. Determine how to overcome these obstacles.

i. Present a report on recommendations to the Advisory Committee.

j. Prepare a composite report on the recommendations for presentation to the School Board.

IV. THE RECOMMENDATIONS PHASE


IV.1
Summarize Assessment Area Findings
IV.2
Identify Causes And Effects
IV.3
Prioritize Needs By Assessment Area
IV.4
Set Standards For Solution
IV.5
Test Solutions Against The Studies
IV.6
Report To The Advisory Committee
IV.6A
Report To Board

SAMPLE TEAM REPORT FORM
(An Illustration Only)

1. ASSESSMENT AREA - Curriculum and Instructional Materials

2. ASSESSMENT ITEMS (by item number)

	Score
a. The school is in compliance with standards which require the use of curriculum materials that reflect the pluralistic nature of American society.	1
b. A committee has been set up to determine that texts and other materials treat racial and nonracial minorities in a nonstereotypic manner.	1

3. STANDARD

Textbooks must include the actions and achievements of minorities and must show minorities in roles which include the full range of human interests, traits, and capabilities.

4. INFORMATION SOURCES

Four textbook series used extensively in the district; curriculum guidelines; Administrative Code requirement in Human Relations (see Appendix); Guidelines for Textbook Selection (see Appendix); 10 Quick Ways to Analyze Children's Books for Racism and Sexism (Appendix); Policies and Procedures for the Selection of Instructional Materials (Appendix); Proposed Administrative Procedures for Materials Selection (Appendix); interviews with school administrators, school psychologists, guidance counselors, teachers, students, parents, media consultant on role stereotyping; media selection committee, community leaders; data from student poll reports.

5. FINDINGS, CAUSES, AND EFFECTS

a. Findings

In the four textbook series analyzed, 84% of the central characters were White. Minorities were shown more frequently in fantasy or historical settings rather than in realistic contemporary settings. These readers were used at all schools, regardless of the school population. Magic or good luck is used to solve individual cases of poverty. Only racial minorities were portrayed as poor. Some 1964 pre-primers that are still being used today portray all families as composed of mother, father, sister(s), brother(s), dog, and cat.

Four percent of the teachers interviewed said that they do have access to multi-racial curriculum materials but do not use them because they feel uncomfortable with them.

Sixty percent of the minority students polled said that teachers use curriculum materials in ways that make members of minority groups in the classroom uncomfortable.

Neither the media specialist nor any member of the media selection committee is specifically trained to recognize stereotypic materials.

Only textbooks on the adoption list may be ordered.

The curriculum guidelines suggest activities to help students understand cultural differences, but many teachers have had no experience in evaluating the ways in which racism, prejudice, and discrimination can be neglected in instructional materials.

b. Possible Causes

(1) Money - The school board is aware of the problem, but has allocated all its monies in other directions. No money has been allocated to replace the unsatisfactory materials.

(2) Materials - Materials offered by the publishers are unsuitable.

(3) Administrative Code Requirement in Human Relations - The Code requirement applies only to teachers prepared in Wisconsin and many teachers were in the system before the Code was adopted or received their training preparation outside of Wisconsin.

(4) Community Pressure - Members of the local community have actively opposed the introduction of multi-racial, nonstereotypic curriculum materials as unnecessary and potentially disruptive.

(5) Media Selection Committee - The Committee lacks intercultural proficiency to select more accurate textbooks.

c. Possible Effects

(1) Educational alienation for some students.

(2) Reinforces racist opinion that minorities are confined to their lower socioeconomic situations because of inherent inferiority.

(3) Strengthening of ethnocentrism (seeing events only from the viewpoint of one's own culture).

(4) Molds apathetic and passive citizens who believe their problems will be solved by magic or luck.

(5) Alienation may manifest itself in high truancy rates.

(6) Student-teacher conflicts.

(7) Miseducation for all.

(8) Loss of objectivity.

(9) Decline, on the part of some, of confidence in the schools.

6. CONCLUSIONS

The textbook still is the most basic and widely used educational tool that the teacher has. Therefore, we should be concerned whether or not textbooks are written in ways that actively work to correct distortions and counteract the invisibility of minority groups.

Children need a more realistic assessment of the causes and reality of poverty and the development of a sense of their own power with others to do something about it rather than wait for luck or magic.

a. Stop buying biased instructional materials.

b. The school district should recondiser its monetary allocations so that a significant portion is used to replace unsatisfactory curriculum materials.

c. A media selection committee of knowledgeable, aware people would be formed to review old materials and recommend new ones.

d. If the media selection committee does find that no suitable materials have been published, strong pressure should be applied to publishers through their salespeople and directly to their central offices to produce suitable materials.

e. Teachers should attend inservice training sessions to develop their awareness and appreciation for the pluralism of American society and to learn how to use the materials they already have. Train students by community agency or university group, perhaps for credit. Set up exchange teams with universities to train students and teachers.

f. Open community meetings should be held to show members of the community why multi-racial and nonracial materials are of benefit to their children.

Priorities

Short-range goals:

Teacher training (e)

Conversion of the community (f)

Redistribution of school district funds along with formation of a suitable trained selection committee (b and c)

Long-range goals:

Apply pressure to publishing companies to produce suitable materials.

Sample Team Report Form

Table 2

Implementation-Evaluation Activities and Timetable
(Illustration of An Implementation Plan)

Recommendation	Objective	Activity	Target Population	Target Dates	Indicators of Success	Data Collection		
						Data Record	When	By Whom
Plan teacher inservice workshops on strategies for combatting role stereotyping in classroom	Motivate learning and achievement	Develop a variety of learning groups in the classrooms of varying sizes	Teachers in workshops	Begin at end of first semester	90% of minority students not isolated academically	Teacher and student observations	Periodically during semester when appropriate	Workshop coordinator with teachers in workshop
	Reduce academic isolation of minorities in classroom by at least 90%			Evaluation monthly in the inservice class	Increase in student achievement scores	Test scores of all participating students	After each test	Classroom teacher
		a. Discussion groups of 6 in which each child has a unique contribution to make		Complete by end of semester	Greater Satisfaction for students with learning environment as measured on evironmental scale	Responses to student questionnaires	After first month and during final quarter of school term	Classroom teacher
		b. Independent study groups of 2 or 3						
		c. Project teams to produce a product after an extended period of working together						

V. The Implementation Phase

The Implementation Phase of the Model is directed to school boards. The guidelines relate to actions that should be taken by the School Board upon their acceptance of the report from the Advisory Committee. When implementing the recommendations, at least the following should be considered:

A. The report of the Advisory Committee should be formally accepted by the School Board.

B. Prioritize the recommendations for fulfilling school building or district needs as identified in the Assessment Phase.

C. Categorize recommendations under long-range and short-range objectives.

D. Refer recommendations to those having the responsibility for implementation in order that they can develop or take a major part in developing specific program plans. Include in the plan:

  1. target dates for the achievement of particular objectives (complete Evaluation Activities and Timetable Form; Figure 3, below).

  2. a method for modifying the process if necessary;

  3. guarantees to ensure continuation of the recommended action: e.g., training and financing;

  4. an evaluation plan which includes:

     a. meaningful and measurable objectives;

     b. supportive activities and resources for implementing the objectives;

     c. feasible alternative activities and resources;

     d. a schedule for formative (process) and summative evaluations.

E. Review Implementation Plan and adopt a final acceptable plan.

  1. The appropriate administrative staff should review all Implementation Plans before they are referred to the School Board for acceptance.

  2. Acceptable plans should be forwarded to those responsible for their implementation.

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F. Return accepted plan to those responsible for implementation and direct them to proceed with it.

G. Implementors should be informed of the data needed to evaluate their programs and of the evaluation activities and time schedule.

V. THE IMPLEMENTATION PHASE

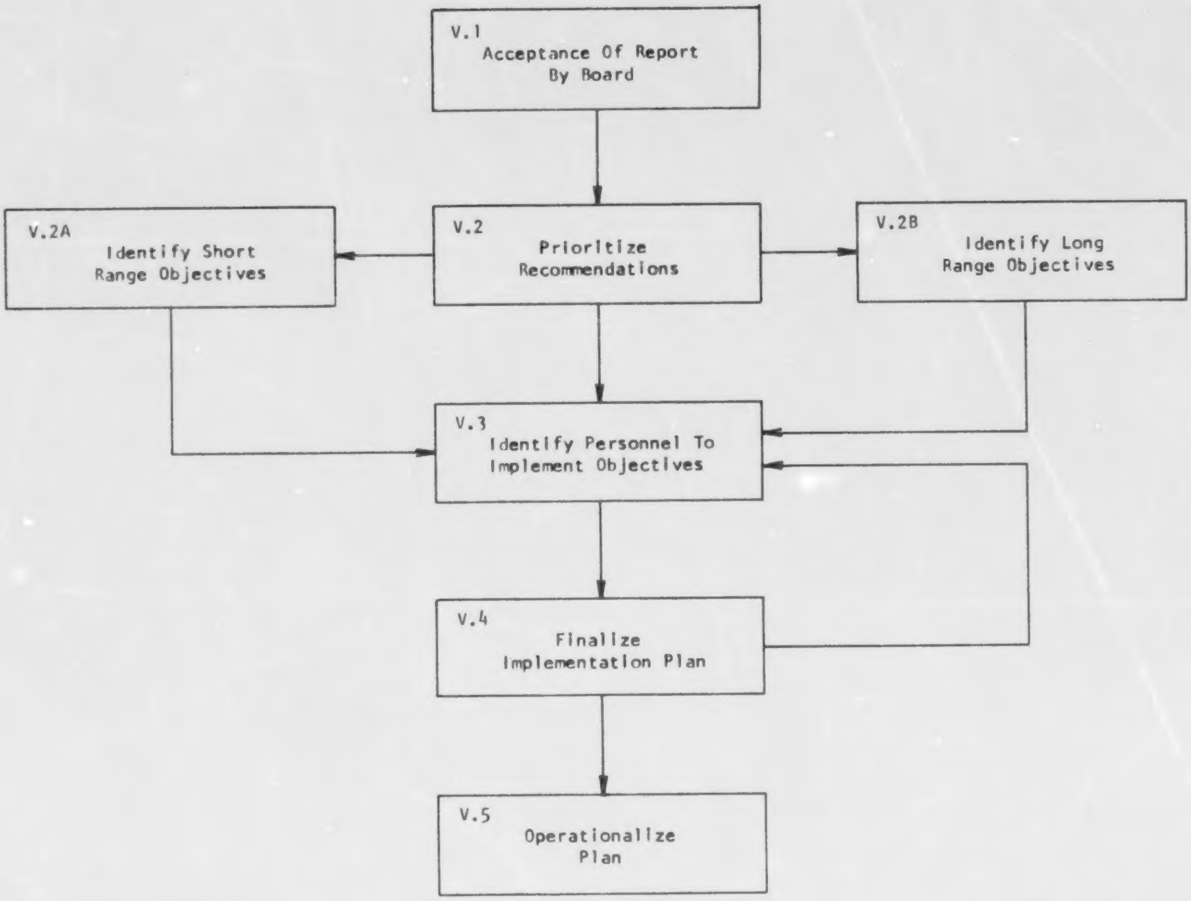

V.1
Acceptance Of Report By Board
V.2A
Identify Short Range Objectives
V.2
Prioritize Recommendations
V.2B
Identify Long Range Objectives
V.3
Identify Personnel To Implement Objectives
V.4
Finalize Implementation Plan
V.5
Operationalize Plan

Table 3

Implementation-Evaluation Activities and Timetable Form

Recommendation	Objective	Activity	Target Population	Target Dates	Indicators of Success	Data Record	Data Collection	
							When	By Whom

VI. The Evaluation and Recycling Phase

The Evaluation and Recycling Phase consists of an evaluation of the progress made toward combatting role stereotyping in the school district, as well as a periodic recycling of the assessment process for the purpose of maintaining and improving solutions. Several steps constitute this final phase:

- A. Select an evaluation coordinator.
- B. Prior to the evaluation date, a team of internal evaluators and a team of external evaluators should be picked by the school administrator in cooperation with the Advisory Committee.
- C. Reassess the assessment areas:
  1. all staff related to the program should be involved in the evaluation;
  2. evaluation purposes should be determined and the audience for which the report is intended should be identified as the entire community.
- D. Prepare an Evaluation Report which should include at least:
  1. evaluation objectives;
  2. program description:
     - a. goals;
     - b. student performance objectives;
     - c. description of students;
     - d. description of program staff;
     - e. description of methods used.
  3. description of evaluation methodology;
     - a. scope of evaluation;
     - b. timeframe of evaluation;
     - c. description of activities utilized;
     - d. discussion of bias factors.

4. evaluation of outcomes or results:

    a. results by activities--was it implemented as planned; was the time adequate; were resources adequate; were intended outcomes realized; were some unintended outcomes realized?

    b. itemize results by issue.

5. evaluation conclusions.

E. Present results to the staff and the community.

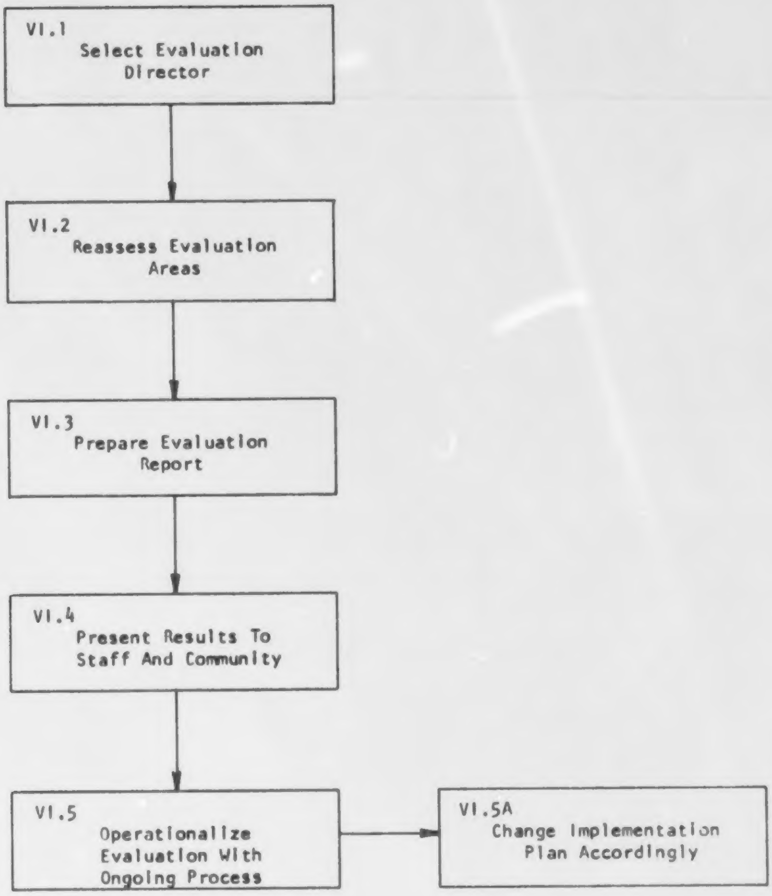
F. Utilize evaluative conclusions in modifying the program and integrating it into day-to-day activities.

1. If the measure to be achieved is being approximated at the rate desired, retain the Implementation Plan.

2. If the measure to be achieved is not being approximated at the rate desired, consider other suggested alternatives or design new activities.

3. Reassess in the assessment area at fixed time intervals.

VI. THE EVALUATION AND RECYCLING PHASE


VI.1
Select Evaluation Director
VI.2
Reassess Evaluation Areas
VI.3
Prepare Evaluation Report
VI.4
Present Results To Staff And Community
VI.5
Operationalize Evaluation With Ongoing Process
VI.5A
Change Implementation Plan Accordingly

SECTION III: THE RESOURCE APPENDIX

USER'S GUIDE: The third section to this manual is a resource packet containing sample evaluation and assessment instruments and bibliographies. These instruments are included by permission of the authors or publishers and may not be used without attaining your own permission in writing. They are included here as samples and examples of different approaches to assessing role stereotyping. These resources are clustered into six (6) general categories: (1) Curriculum and Instructional Materials; (2) School Policies and Practices; (3) Hiring Practices and Contractual Services; (4) Teacher Inservice Activities; (5) Shared Power and Decision-Making; (6) Additional Resources and Bibliographic Materials. The first assessment instrument on page 77 in this packet was designed especially for this manual by the Minority Role Stereotyping Sub-Task Force and the last two bibliographies were complied especially for this manual by two members of the Sex Role Stereotyping Sub-Task Force.

Index of Instruments and Resources

1. Curriculum and Instructional Materials

p. 77 A Numerical Continuum Assessment Instrument by Minority Role Stereotyping Sub-Task Force.

p. 96 Checklist for Reviewing Career Education Materials for Racist Content by Racism and Sexism Resource Center for Educators.

p. 99 Ten Quick Ways to Analyze Children's Books for Racism and Sexism by Racism and Sexism Resource Center for Educators.

p. 103 Evaluate Your Textbooks for Racism, Sexism by Max Rosenberg.

p. 106 Guidelines for Non-Sexist Education by Women on Words and Images.

p. 108 Checklist for Analyzing A School Library by Education Committee of Pennsylvanians for Womens Rights.

2. School Policies and Practices

p. 111 Pupil Survey Questionnaire by Milwaukee Public Schools.

p. 113 Student Survey Questionnaire by Milwaukee Public Schools.

p. 115 School Staff Survey Questionnaire by Milwaukee Public Schools.

p. 118 Parent Survey Questionnaire by Milwaukee Public Schools.

p. 120 Principal and Division/Department Head Survey Questionnaire by Milwaukee Public Schools.

3. Hiring Practices and Contractual Services

p. 125 Self-Evaluation for Eliminating and Preventing Sex Discrimination Under Title IX - Pre-Employment and Personnel Questionnaire for Professional classifications by Ohio Department of Education.

p. 129 Eliminating and Preventing Sex Discrimination Under Title IX - Grievance Procedures by Ohio Department of Education.

p. 134 Self-Evaluation for Eliminating and Preventing Sex Discrimination Under Title IX - Check List and Questionnaire for Division Directors by Ohio Department of Education.

p. 142 Self-Evaluation for Eliminating and Preventing Sex Discrimination Under Title IX - Pre-Employment and Personnel Questionnaire for Clerical-Secretarial Classifications by Ohio Department of Education.

4. Teacher Inservice Activities

p. 149 A Scale to Measure Attitudes Towards Disabled Persons by H.E. Yuker, J.R. Block and W.J. Campbell.

p. 151 A factor Analysis of Attitudes Toward the Aged by Howard Rosencranz.

p. 153 Operation Head Start Worker's Attitude Scale by Elizabeth Harris and Marjorie Stith.

p. 157 Suggest Orientation Workshop Session by University of Wisconsin-Green Bay.

p. 159 The Distorted Image, A Slide/Tape presentation by University of Wisconsin-Green Bay.

5. Shared Power and Decision-Making

p. 165 Racial Conflict in Schools by Ben Holman.

Additional Resources and Bibliographic Materials

p. 169 Evidence of Ethnic Bias in Instructional Materials by LaMar P. Miller.

p. 179 Criteria for Teaching Materials in Reading and Literature of the NCTE Task Force on Racism and Bias in the Teaching of English by National Council of Teachers for English.

p. 183 Instructional Materials by Education Committee of Pennsylvannians for Womens Rights.

p. 187 Curriculum Guidelines on Subject Matter Areas by Minnesota State Department of Education.

p. 191 Sex Role Stereotyping in the Schools: An Annotated Bibliography and Additional Resources by Barbara Roberts.

p. 205 Audio-Visual Materials for Use in Eliminating Sex Role Stereotyping by Constance Threimen.

1. Curriculum and Instructional Materials

A numerical continuum has been used in the assessment instrument to show areas of high or low activity. The code is 1 - 5, low - high. It probably is easier to think of discrete numbers in this fashion:

1	2	3	4	5
Almost nothing	Little	Some	Much	Very Much

"Undecided" or "Not Applicable" may be used as needed.

As a general standard, items with a score of one or two, or area scores of approximately 40 per cent or less, indicate areas in your school that require attention to combat role stereotyping. The difference between the score determined by the district and the score determined by area teams provides a measure of a gap that should be narrowed.

Process and Time

The items should be completed by teams of four to eight persons working with a specific set of questions within a given area. More than one team should be assigned to answer the given questions (see suggested groupings in Training Phase, page 41). All teams in a given area should convene to bring about consensus on the rating of any controversial score assigned to the district.

Since schools are changing environments, the assessment dates should be established in advance. A reasonable time for completion of this phase is six weeks. The complete plan may be used in one or more areas in any given assessment time period.

SELF-ASSESSMENT INSTRUMENT

ASSESSMENT OF YOUR CURRICULUM & INSTRUCTIONAL MATERIALS

CODE: Circle One: 1 - 5 = low to High Undecided - Not Applicable

_____ 1. The school is in compliance with state standards which require the use of curriculum materials that reflect the pluralistic nature of American society. (attach school policy) 1 2 3 4 5 U NA

_____ 2. Selection standards that reflect those adopted by leading organizations or groups in pluralistic education have been established locally (attach standards). 1 2 3 4 5 U NA

_____ 3. A committee has been set up to determine that texts and other materials clearly identify and treat racial and nonracial minorities in a non-stereotyped manner. 1 2 3 4 5 U NA

_____ 4. Old and new materials are regularly reviewed before being recommended for purchase by a committee which includes, if possible, knowledgeable representatives of minority groups (attach list of committee members and titles). 1 2 3 4 5 U NA

_____ 5. Selection standards require that works by authors/writers who are members of diverse groups be sought. 1 2 3 4 5 U NA

_____ 6. Materials on minorities are interwoven in proper place and perspective rather than attached as a separate chapter or topic. 1 2 3 4 5 U NA

_____ 7. Library materials and non-printed media are evaluated for accuracy and nonstereotypic content as carefully as are textbooks. 1 2 3 4 5 U NA

_____ 8. Teacher guides and other materials supplied to teachers are designed to extend the teachers' own knowledge and sensitivity to role stereotyping. 1 2 3 4 5 U NA

_____ 9. In curriculum materials minorities are portrayed as multi-dimensional; i.e., varied in education, income, politics, life styles, etc. 1 2 3 4 5 U NA

_____ 10. Curriculum offerings in schools with a sizable racial minority population include some special in-depth courses that will inform minority students (and others interested) of their own culture, traditions, and American experience. 1 2 3 4 5 U NA

CURRICULUM AND INSTRUCTIONAL MATERIALS (Cont'd)

____11. Materials and programs for special education are critiqued with the same attention to pluralism as are those in the regular program. 1 2 3 4 5 U NA

____12. In schools with a sizable bilingual community, materials and instruction are available, as needed or requested, in languages other than English. 1 2 3 4 5 U NA

____13. The Social Studies curriculum has been revised or affirmed to include the history, culture, and contribution of many racial minorities in America. 1 2 3 4 5 U NA

____14. Reading and math materials have been revised to include racial and nonracial minorities both in the illustrations and in the content. 1 2 3 4 5 U NA

____15. The Humanities curriculum (English, Literature, Music, Art) includes work of many nonracial groups. 1 2 3 4 5 U NA

____16. The English curriculum includes material on the diversity of languages and dialects present in American society. 1 2 3 4 5 U NA

____17. Supervisors verify that each course's content includes a recognition of the diversity of American society. 1 2 3 4 5 U NA

____18. Student polls indicate that the school's formal and informal curriculum are preparing each student to live in a pluralistic society. 1 2 3 4 5 U NA

____19. Minority magazines and newspapers are prominently displayed in the library or media center. 1 2 3 4 5 U NA

____20. Where published materials related to some cultural groups are not available they are sought from such nontraditional sources as oral history, church records, cemeteries, etc. 1 2 3 4 5 U NA

____21. High interest, low vocabulary materials are available on a wide variety of topics. 1 2 3 4 5 U NA

____22. The curriculum includes content based on local historiography. 1 2 3 4 5 U NA

____23. Procedures have been developed to facilitate the inclusion of all groups in a meaningful way in the school's academic and nonacademic program. 1 2 3 4 5 U NA

CURRICULUM AND INSTRUCTIONAL MATERIALS (Cont'd)

_____24. A pupil's first school experience is with a teacher who speaks the first language of the child. 1 2 3 4 5 U NA

_____25. Senior citizens are utilized in obtaining valuable contributions to local history. 1 2 3 4 5 U NA

_____26. Students are encouraged to take part in special programs for the elderly. 1 2 3 4 5 U NA

_____27. The school has adequate resources (including trained teachers and counselors, instructional materials, information bulletins, etc.) to inform the school-aged student about human sexuality. 1 2 3 4 5 U NA

_____28. The school provides resources on child care which instruct the school-aged parent or prospective parent about child development (prenatal through early postnatal years) and how to be a parent. 1 2 3 4 5 U NA

_____29. Illustrations and textual materials include handicapped persons as a natural part of many groups, activities, and occupations. 1 2 3 4 5 U NA

_____30. Aged people are shown in nonstereotypic ways in a variety of roles. 1 2 3 4 5 U NA

_____31. The curriculum provides students with activities for working for social justice in the school and community. 1 2 3 4 5 U NA

_____32. Conflicting values of different groups are treated equally in the curriculum. 1 2 3 4 5 U NA

_____33. Curriculum materials treat the whole life cycle including what it is like to grow old. 1 2 3 4 5 U NA

SUMMARY STATEMENT ABOUT CURRICULUM AND INSTRUCTIONAL MATERIALS:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ _____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

SSESSMENT OF YOUR SCHOOL POLICIES AND PRACTICES

CODE: Circle One: 1-5 - Low to High Undecided - Not Applicable

____ 1. Procedures have been established and are followed to determine whether or not disciplinary policies and practices are felt to be equitable by minority students and parents (attach procedures). 1 2 3 4 5 U NA

____ 2. Student and parent polls indicate that symbols used in the school are non-offensive to all groups (attach data). 1 2 3 4 5 U NA

____ 3. Culturally divergent modes of communication are understood and accepted by the school. 1 2 3 4 5 U NA

____ 4. Lunchroom menus, leisure activities, and music reflect the variety of tastes and cultures of the school population. 1 2 3 4 5 U NA

____ 5. School schedules reflect that consideration has been given to jobs, home responsibilities, transportation problems, and preferences of various groups. 1 2 3 4 5 U NA

____ 6. Pupil/parent opinion polls indicate that special attention has been given to provide the optimum social and educational opportunities for those children who change schools frequently (attach data). 1 2 3 4 5 U NA

____ 7. Discrimination is considered a problem of the entire school rather than a problem of the minority pupils alone. 1 2 3 4 5 U NA

____ 8. Special programs, bulletin boards, and displays reflect the cultural diversity of America. 1 2 3 4 5 U NA

____ 9. When a large percentage of pupils of one group are absent/wish to be absent for a community-endorsed reason; e.g., harvesting or group holidays, the school does not penalize such students and allows them to make up any work missed. 1 2 3 4 5 U NA

____10. Minority parents and students have endorsed an orderly plan for effecting changes in policies, practices, and school assignments particularly relevant to them. 1 2 3 4 5 U NA

____11. Working parents can meet with school personnel at convenient times for both. 1 2 3 4 5 U NA

____12. The school has a well-defined program to prevent or correct minority pupil dropouts or excessive absences. 1 2 3 4 5 U NA

ASSESSMENT OF YOUR SCHOOL POLICIES AND PRACTICES (cont'd)

______13. Participation in extracurricular activities is not routinely tied to a certain grade point, other academic criteria, or nonrelevant physical criteria. 1 2 3 4 5 U NA

______14. Special education programs are not segregated from other school activities. 1 2 3 4 5 U NA

______15. The school identifies and permits dress and other aspects of appearance and mannerisms which normally identify the student with his culture. 1 2 3 4 5 U NA

______16. Assignments to special education classes (mentally handicapped, learning disabilities) are not disproportionate for any culture group. 1 2 3 4 5 U NA

______17. Any assignments to non-college tracks are made by a professional team, agreed to in writing by the parents, and periodically reviewed for change. 1 2 3 4 5 U NA

______18. Intelligence and placement tests, if used, are in the language in which the pupil is most proficient and reflect the cultural environment of the student. 1 2 3 4 5 U NA

______19. Special events in which pupils participate; e.g., school plays, are held at times when working parents can attend them. 1 2 3 4 5 U NA

______20. Pupils and parents are encouraged to report to faculty or administrators any incident, action, or attitude that they feel to be discriminatory. 1 2 3 4 5 U NA

______21. A full program of recreational/leisure activities is available to special education pupils. 1 2 3 4 5 U NA

______22. Advisors to student activities (programs, entertainment, newspapers, yearbooks, etc.) have demonstrated awareness of ways to ensure that racial and nonracial minorities are included. 1 2 3 4 5 U NA

______23. Teachers, parents, and students are given an explanation of the cultural and class bias built into standardized tests. 1 2 3 4 5 U NA

______24. Students' performance and interests are weighed equally with test scores in decisions to place students into specific learning groups. 1 2 3 4 5 U NA

______25. Students are not frozen into the same track for most of their school lives without periodic reviews. 1 2 3 4 5 U NA

SCHOOL POLICIES AND PRACTICES (Cont'd)

SUMMARY STATEMENT ABOUT YOUR SCHOOL POLICIES AND PRACTICES:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____

Note: Reduce the base figure (5 x total no. of items) by 5 each time √ or NA is used.

ASSESSMENT OF YOUR HIRING PRACTICES & CONTRACTUAL SERVICES

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

_____ 1. The professional staff is racially and ethnically integrated at all levels. 1 2 3 4 5 U NA

_____ 2. The support staff (building engineers, cooks, office help) is not disproportionate for any group. 1 2 3 4 5 U NA

_____ 3. All persons providing contractual services are informed that the school is part of the state's affirmative action program. 1 2 3 4 5 U NA

_____ 4. The contractual agreement with persons in the school for contractual services states that rudeness or offensiveness to minority pupils or teachers is not tolerated. 1 2 3 4 5 U NA

_____ 5. All professional and support staff, when hired, are given an orientation to the school's program of pluralism. 1 2 3 4 5 U NA

_____ 6. Changes in federal or state laws relating to minority education are promptly interpreted and displayed or distributed to all personnel. 1 2 3 4 5 U NA

_____ 7. Minority firms, services, and publishers are sought for inclusion in the school's purchasing and contracting process. 1 2 3 4 5 U NA

_____ 8. Where feasible, persons with physical or mental handicaps are given equal consideration for employment. 1 2 3 4 5 U NA

_____ 9. One important qualification when hiring new administrators and teachers is their ability to relate to the community. 1 2 3 4 5 U NA

_____10. Teachers and administrators are encouraged to participate in the community where they teach. 1 2 3 4 5 U NA

_____11. Minority administrators hold positions of general authority rather than positions relating specifically to federal programs, minority concerns, or minority relations. 1 2 3 4 5 U NA

_____12. If the student body is mainly white, the racial composition of the teaching staff reflects the racial diversity of the nation. 1 2 3 4 5 U NA

_____13. Efforts are made to recruit teachers from all racial minorities. 1 2 3 4 5 U NA

HIRING PRACTICES AND CONTRACTUAL SERVICES (cont'd)

SUMMARY STATEMENT ABOUT HIRING PRACTICES AND CONTRACTUAL SERVICES: ____________________

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF YOUR FINANCES & FACILITIES

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

_____ 1. The policy on the use of school buildings by community groups guarantees equal availability. 1 2 3 4 5 U NA

_____ 2. Financial assistance for all school-related expenses is made available to those needing them in a completely private manner. 1 2 3 4 5 U NA

_____ 3. The school seeks its share of those federal programs available for minority students. (Ch. 87, Title VII, Title IX, etc.) 1 2 3 4 5 U NA

_____ 4. Funds for the education of students who suffer from role stereotyping are a part of the regular budget rather than derived solely from outside (e.g. federal) funds. 1 2 3 4 5 U NA

_____ 5. A policy exists to guarantee that any community group that utilizes the school to solicit members or school facilities does not exclude any group from its program or activities. 1 2 3 4 5 U NA

_____ 6. An assessment has been made to ensure that handicapped pupils and the aged have easy access to all parts of the school. 1 2 3 4 5 U NA

SUMMARY STATEMENT ABOUT YOUR FINANCES AND FACILITIES:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____ %

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF SHARED POWER & DECISION MAKING

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

_____ 1. The school board composition reflects the schools constituency (attach data). 1 2 3 4 5 U NA

_____ 2. Those who normally suffer from role stereotyping are eager to run or nominate a person for the school board. 1 2 3 4 5 U NA

_____ 3. The school has a written philosophy which delineates its position on pluralistic education (attach data). 1 2 3 4 5 U NA

_____ 4. A systematic procedure exists for various groups in the community to share in determining objectives, curriculum, activities, and programs of the school. 1 2 3 4 5 U NA

_____ 5. A systematic process is established for administrators to meet with community groups to explain the school's programs and goals. 1 2 3 4 5 U NA

_____ 6. The school regularly offers special multicultural programs to orient minority parents and answer their questions (attach data). 1 2 3 4 5 U NA

_____ 7. A procedure has been established for minority students and parents to request curriculum offerings and changes that they feel are relevant. 1 2 3 4 5 U NA

_____ 8. Minority students and parents participate on a regular basis in discussions about the schools program, policies, and practices. 1 2 3 4 5 U NA

_____ 9. A strong commitment to pluralism is clearly evident at each level of the entire system. 1 2 3 4 5 U NA

_____10. The school utilizes its position in the community to broaden the understanding and practice of pluralism. 1 2 3 4 5 U NA

_____11. The school considers the community a partner in identifying ways that its nondiscrimination philosophy can be implemented. 1 2 3 4 5 U NA

_____12. A variety of techniques (telephone, polls, questionnaires, parent conferences, referenda) are used by the school in equitably sharing decision-making. 1 2 3 4 5 U NA

SHARED POWER & DECISION-MAKING (cont'd)

SUMMARY STATEMENT ABOUT SHARED POWER & DECISION-MAKING:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF YOUR TEACHER INSERVICE ACTIVITIES

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

_____ 1. Inservice education is regularly provided for all teachers to heighten their sensitivity to the groups included in this questionnaire. 1 2 3 4 5 U NA

_____ 2. Professional journals and books that deal with human relations are easily accessible to all teachers. 1 2 3 4 5 U NA

_____ 3. A system of rewards for excellence in accomplishments in human relations that is comparable to those for other areas of teaching is available. 1 2 3 4 5 U NA

_____ 4. The school has developed formal or informal methods for detecting and redirecting the efforts of racially insensitive personnel. 1 2 3 4 5 U NA

_____ 5. The grading system contains a measure for the non-attending student that is distinct from that given to the failing student. 1 2 3 4 5 U NA

_____ 6. There is a systematic process for utilizing student feedback to determine how minority pupils feel about each class. 1 2 3 4 5 U NA

_____ 7. Teachers in the school have had one or more courses in anthropology, sociology, human relations, and special education (attach itemized list). 1 2 3 4 5 U NA

_____ 8. Teachers regularly meet to discuss their needs in the area of pluralism. 1 2 3 4 5 U NA

_____ 9. Teachers have had courses or workshops or experience in foreign languages, linguistics or dialectology that help them understand pupils' patterns of speech (attach itemized list). 1 2 3 4 5 U NA

_____10. Student polls indicate that teachers do not try to force students to assimilate or to devalue their own culture. (Attach data). 1 2 3 4 5 U NA

_____11. Grades used to reflect academic achievement are separate from grades used to reflect social behavior. 1 2 3 4 5 U NA

_____12. The district has an inservice program for all staff related to children with exceptional educational needs. 1 2 3 4 5 U NA

_____13. The school provides a forum in which all school personnel are exposed and sensitized to the consequences of teenaged parenthood rather than dwelling on its causes. 1 2 3 4 5 U NA

ASSESSMENT OF YOUR TEACHER INSERVICE ACTIVITIES (cont'd)

SUMMARY STATEMENT ABOUT TEACHER INSERVICE ACTIVITIES:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \text{ x (total no. of items)}} \text{ x } 100 =$ ____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

ASSESSMENT OF YOUR STUDENT ACTIVITIES & SERVICES

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

______ 1. Guidance personnel counsel students from each cultural, economic, and ability group for the broad spectrum of academic and occupational offerings. 1 2 3 4 5 U NA

______ 2. Low income parents and students are given special assistance in determining and financing career choices. 1 2 3 4 5 U NA

______ 3. Guidance services are available, where needed, in oral and written languages other than English. 1 2 3 4 5 U NA

______ 4. Student leaders plan and implement programs designed to give each student a sense of belonging. 1 2 3 4 5 U NA

______ 5. Special programs and entertainment, designed for all students, reflect the variety of tastes present in the student body. 1 2 3 4 5 U NA

______ 6. Follow-up activities, such as reunions, include all the school's clientele. 1 2 3 4 5 U NA

______ 7. Students are actively assisted to utilize the services of other community agencies. 1 2 3 4 5 U NA

______ 8. A policy and procedure has been established to enable guidance counselors and support personnel to resolve intergroup problems among students and teachers. 1 2 3 4 5 U NA

______ 9. Academic and social honors and leadership positions reflect the pluralism of the student body, staff, and community. 1 2 3 4 5 U NA

______10. All extracurricular activities reflect the cultural diversity of the student body. 1 2 3 4 5 U NA

______11. Student publications are careful to include pictures and other materials to reflect the activities of all existing student groups. 1 2 3 4 5 U NA

______12. Photographers who do not distort minority features are selected to take official school pictures. 1 2 3 4 5 U NA

______13. Work release programs are available and allocated to all students on an equal basis. 1 2 3 4 5 U NA

______14. Policies and procedures exist and are utilized by student services personnel to eliminate the traditional friction between law enforcement agencies and minority teens. 1 2 3 4 5 U NA

_____15. The school has a program which provides necessary supportive services for those whose school attendance has been interrupted due to illness, pregnancy, suspension, incarceration, or truancy. 1 2 3 4 5 U NA

SUMMARY STATEMENT ABOUT YOUR STUDENT ACTIVITIES AND SERVICES:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 =$ ____%

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

YOUR ASSESSMENT OF OTHER AREAS

CODE: Circle One: 1-5 = Low to High Undecided - Not Applicable

(Add items of your own choice, following the same format)

_____ 1. 1 2 3 4 5 U NA

_____ 2. 1 2 3 4 5 U NA

_____ 3. 1 2 3 4 5 U NA

YOUR STATEMENT ABOUT OTHER AREAS:

TOTAL OF THIS SECTION $\frac{\text{(sum of item scores)}}{5 \times \text{(total no. of items)}} \times 100 = \_\_\_\_\%$

Note: Reduce the base figure (5 x total no. of items) by 5 each time ✓ or NA is used.

YOUR SUMMARY STATEMENT ABOUT RACIAL MINORITIES:

YOUR SUMMARY STATEMENT ABOUT NONRACIAL MINORITIES:

YOUR SUMMARY STATEMENT ABOUT YOUR ENTIRE PROGRAM:

Composite Total ___________________
(Average all base figures)

Composite Percentage ______________
(Average all percentages)

how to detect it and how to counteract its effects in the classroom ,

C-3. CHECKLIST FOR REVIEWING CAREER EDUCATION MATERIALS FOR RACIST CONTENT*

***One of the many materials available from the Racism and Sexism Resource Center for Educators, Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023. Send for free catalog. Reprinted by permission of the Council on Interracial Books for Children.**

Name of Reviewer: ______________________

Date : ______________________

Title: ____

Film: ______________________ Book: ______________________

Filmstrip: ______________________ Other: ______________________

Number of pieces included in set: ______________________

VISUAL ANALYSIS

Overt Factors

What percentage of total number of workers shown are minority people? __________

Of this percentage, what is the percentage of males __________? females __________?

A = Virtually Always U = Usually OF = Often O = Occasionally N = Virtually Never

		A	U	OF	O	N
1.	Are minority people *stereotyped* by skin color, facial features, hair styles, etc.?					
2.	Are minority people isolated from white coworkers?					
3.	Are minority people being supervised or taking directions?					
4.	Are minority people shown supervising or training white workers?					

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racism in materials:

		A	U	OF	O	N
5.	Are minority workers shown looking indecisive or confused?					
6.	Are minority people shown as thinkers, planners, or highly skilled workers?					
7.	Are minority workers shown as unskilled workers?					
8.	Are minority people shown serving white people?					
9.	Are white people shown serving minority people?					

Covert Factors

10.	Where people are shown doing socially useful work, are minority people adequately and positively represented?					
11.	Are minority people pictured against backgrounds that are culturally incongruous?					

CONTENT ANALYSIS (WRITTEN & ORAL)

Overt Factors:

1.	Are relative advangages and disadvantages of each occupation discussed?					
2.	Does the material state or imply that accents, physical characteristics, or other personal traits are disadvantages in an occupation?					
3.	Does the material explain the worker's rights as well as responsibilities?					
4.	Does the material explain the employer's responsibilities to the worker?					

		A	U	OF	O	N
5.	Is testing used or suggested as the best way to determine one's ability to perform a job?					
6.	Does the material use derogatory terms (e.g., "boy" instead of "man" when referring to an adult)?					
7.	Does the material encourage optimal educational experiences rather than minimal/limited training?					
8.	Do the materials encourage minority children to accept limited rights and limited roles?					

COMMENTS:

SPECIFIC REFERENCES:

Please cite specific examples of racially offensive material by page number, frame number, or approximate location in films.

10 Quick Ways To Analyze Children's Books For Racism And Sexism *

Both in school and out, young children are exposed to racist and sexist attitudes. These attitudes--expressed over and over in books and in other media--gradually distort their perceptions until stereotypes and myths about minorities and women are accepted as reality. It is difficult for a librarian or teacher to convince children to question society's attitudes. But if a child can be shown how to detect racism and sexism in a book, the child can proceed to transfer the perception to wider areas. The following ten guidelines are offered as a starting point in evaluating children's books from this perspective.

* * *

1. CHECK THE ILLUSTRATIONS

. Look for stereotypes. A stereotype is an over-simplified generalization about a particular group, race or sex, which usually carries derogatory implications. Some infamous (overt) stereotypes of Blacks are the happy-go-lucky water-melon-eating Sambo and the fat, eye-rolling "mammy"; of Chicanos, the sombrero-wearing peon or fiesta-loving, macho bandito; of Asian Americans, the inscrutable, slant-eyed "Oriental"; of Native Americans, the naked savage or "primitive" craftsman and his squaw; of Puerto Ricans, the switchblade-toting teenage gang member; of women, the completely domesticated mother, the demure, doll-loving little girl or the wicked stepmother. While you may not always find stereotypes in the blatant forms described, look for variations which in any way demean or ridicule characters because of their race or sex.

. Look for tokenism. If there are non-white characters in the illustrations, do they look just like whites except for being tinted or colored in? Do all minority faces look stereotypically alike, or are they depicted as genuine individuals with distinctive features?

. Who's doing what? Do the illustrations depict minorities in subservient and passive roles or in leadership and action roles? Are males the active "doers" and females the inactive observers?

2. CHECK THE STORY LINE

The Civil Rights Movement has led publishers to weed out many insulting passages, particularly from stories with Black themes, but the attitudes still find expression in less obvious ways. The following checklist suggests some of the subtle (covert) forms of bias to watch for.

. Standard for success. Does it take "white" behavior standards for a minority person to "get ahead"? Is "making it" in the dominant white society projected as the only ideal? To gain acceptance and approval, do non-white persons have to exhibit extraordinary qualities--excel in sports, get A's, etc.? In friendships between white and non-white children, is it the non-white who does most of the understanding and forgiving?

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*Ibid.

- Resolution of problems. How are problems presented, conceived and resolved in the story? Are minority people considered to be "the problem"? Are the oppressions faced by minorities and women represented as causally related to an unjust society? Are the reasons for poverty and oppression explained, or are they accepted as inevitable? Does the story line encourage passive acceptance or active resistance? Is a particular problem that is faced by a minority person resolved through the benevolent intervention of a white person?

- Role women. Are the achievements of girls and women based on their own initiative and intelligence, or are they due to their good looks or to their relationship with boys? Are sex roles incidental or critical to characterization and plot? Could the same story be told if the sex roles were reversed?

3. LOOK AT THE LIFESTYLES

Are minority persons and their setting depicted in such a way that they contrast unfavorably with the unstated norm of white middle-class suburbia? If the minority group in question is depicted as "different", are negative value judgments implied? Are minorities depicted exclusively in ghettoes, barrios or migrant camps? If the illustrations and text attempt to depict another culture, do they go beyond over-simplifications and offer genuine insights into another lifestyle? Look for inaccuracy and inappropriateness in the depiction of other cultures. Watch for instances of the "quaint-natives-in-costume" syndrome (most noticeable in areas like costume and custom, but extending to behavior and personality traits as well).

4. WEIGH THE RELATIONSHIPS BETWEEN PEOPLE

- Do the whites in the story possess the power, take the leadership, and make the important decisions? Do non-whites and females function in essentially supporting roles?

- How are family relationships depicted? In Black families, is the mother always dominant? In Hispanic families, are there always lots and lots of children? If the family is separated, are societal conditions--unemployment, poverty--cited among the reasons for the separation?

5. NOTE THE HEROES AND HEROINES

For many years, books showed only "safe" minority heroes and heroines--those who avoided serious conflict with the white establishment of their time. Minority groups today are insisting on the right to define their own heroes and heroines based on their own concepts and struggles for justice.

When minority heroes and heroines do appear, are they admired for the same qualities that have made white heroes and heroines famous or because what they have done has benefited white people? Ask this question: Whose interest is a particular figure really serving?

6. CONSIDER THE EFFECTS ON A CHILD'S SELF-IMAGE

- Are norms established which limit the child's aspirations and self-concepts? What effect can it have on Black children to be continuously bombarded with images of the color white as the ultimate in beauty, cleanliness, virtue, etc., and the color black as evil, dirty, menacing, etc.? Does the book counteract or reinforce this positive association with the color white and negative association with black?

- What happens to a girl's self-image when she reads that boys perform all the brave and important deeds? What about a girl's self-esteem if she is not "fair" of skin and slim of body?

- In a particular story, is there one or more persons with whom a minority child can readily identify to a positive and constructive end?

7. CONSIDER THE AUTHOR'S OR ILLUSTRATOR'S BACKGROUND

Analyze the biographical material on the jacket flap or the back of the book. If a story deals with a minority theme, what qualifies the author or illustrator to deal with the subject? If the author and illustrator are not members of the minority being written about, is there anything in their background that would specifically recommend them as the creators of this book?

- Similarly, a book that deals with the feelings and insights of women should be more carefully examined if it is written by a man--unless the book's avowed purpose is to present a strictly male perspective.

8. CHECK OUT THE AUTHOR'S PERSPECTIVE

No author can be wholly objective. All authors write out of a cultural as well as a personal context. Children's books in the past have traditionally come from authors who are white and who are members of the middle class, with one result being that a single ethnocentric perspective has dominated American children's literature. With the book in question, look carefully to determine whether the direction of the author's perspective substantially weakens or strengthens the value of his/her written work. Are omissions and distortions central to the overall character or "message" of the book?

9. WATCH FOR LOADED WORDS

A word is loaded when it has insulting overtones. Examples of loaded adjectives (usually racist) are savage, primitive, conniving, lazy, superstitious, treacherous, wily, crafty, inscrutable, docile, and backward.

- Look for sexist language and adjectives that exclude or ridicule women. Look for use of the male pronoun to refer to both males and females. While the generic use of the word "man" was accepted in the past, its use today is outmoded. The following examples show how sexist language can be avoided: ancestors instead of forefathers; chairperson instead of chairman; community instead of brotherhood; firefighters instead of firemen; manufactured instead of manmade; the human family instead of the family of man.

10. LOOK AT THE COPYRIGHT DATE

Books on minority themes--usually hastily conceived--suddenly began appearing in the mid-1960s. There followed a growing number of "minority experience" books to meet the new market demand, but most of these were still written by white authors, edited by white editors and published by white publishers. They therefore reflected a white point of view. Only very recently, in the late 1960's and early 1970's, has the children's book world begun to even remotely reflect the realities of a multiracial society. And it has just begun to reflect feminists' concerns.

The copyright dates, therefore, can be a clue as to how likely the book is to be overtly racist or sexist, although a recent copyright date, of course, is no guarantee of a book's relevance or sensitivity. The copyright date only means the year the book was published. It usually takes a minimum of one year--and often much more than that--from the time a manuscript is submitted to the publisher to the time it is actually printed and put on the market. This time lag meant very little in the past, but in a time of rapid change and changing consciousness, when children's book publishing is attempting to be "relevant", it is becoming increasingly significant.

The text of this brochure is adapted from an article which originally appeared in the Bulletin of the Council on Interracial Books for Children (Vol. 5, #3, 1974). The Bulletin analyzes children's trade and text materials with special emphasis on racist and sexist content. Yearly subscriptions (8 issues) are $8 for individuals, $15 for institutions, libraries and contributing individuals. For subscriptions and information on the Council's other materials and activities, please write the Council on Interracial Books for Children, 1841 Broadway, New York, N.Y. 10023.

Evaluate Your Textbooks for Racism, Sexism*

All textbooks and other curriculum materials should be examined, analyzed, and evaluated with care and thought, to ensure that they meet the highest standards both in subject area content and in their treatment of women and minority groups. Books and other materials which do not meet these highest standards should certainly be rejected.

Following is a list of 20 criteria which can serve as significant guidelines for educators in the process of selecting textbooks and other curriculum materials. While not all of the criteria will be applicable in every case, the questions raised do focus upon basic considerations in the learning materials that we use in the education or miseducation of our children.

Does this textbook or learning material in both its textual content and illustrations:

		Yes	No
1.	Evidence on the part of writers, artists, and editors of sensitivity to prejudice, to stereotypes, to the use of material which would be offensive to women or to any minority group?	___	___
2.	Suggest by omission or commission, or by overemphasis or underemphasis, that any sexual, racial, religious, or ethnic segment of our population is more or less worthy, more or less capable, more or less important in the mainstream of American life?	___	___
3.	Utilize numerous opportunities for full, fair, accurate, and balanced treatment of women and minority groups?	___	___
4.	Provide abundant recognition for women and minority groups by placing them frequently in positions of leadership and centrality?	___	___
5.	Depict both male and female adult members of minority groups in situations which exhibit them as fine and worthy models to emulate?	___	___
6.	Present many instances of fully integrated human groupings and settings to indicate equal status and nonsegregated social relationships?	___	___
7.	Make clearly apparent the group representation of individuals—Caucasian, Afro-American, Indian, Chinese, Mexican American, etc.--and not seek to avoid identification by such means as smudging some color over Caucasian facial features?	___	___

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* Max Rosenberg, "Evaluate Your Textbooks for Racism, Sexism", Educational Leadership, November, 1973. Reprinted by permission of the author.

		Yes	No
8.	Give comprehensive, broadly ranging, and well-planned representation to women and minority groups--in art and science, in history and mathematics and literature, and in all other areas of life and culture?	___	___
9.	Delineate life in contemporary urban environments as well as in rural or suburban environments, so that today's city children can also find significant identification for themselves, their problems and challenges, and their potential for life, liberty, and the pursuit of happiness?	___	___
10.	Portray sexual, racial, religious, and ethnic groups in our society in such a way as to build positive images--mutual understanding and respect, full and unqualified acceptance, and commitment to ensure equal opportunity for all?	___	___
11.	Present social group differences in ways that will cause students to look upon the multi-cultural character of our nation as a value which we must esteem and treasure?	___	___
12.	Assist students to recognize clearly the basic similarities among all members of the human race, and the uniqueness of every single individual?	___	___
13.	Teach the great lesson that we must accept each other on the basis of individual worth, regardless of sex or race or religion or socioeconomic background?	___	___
14.	Help students appreciate the many important contributions to our civilization made by members of the various human groups, emphasizing that every human group has its list of achievers, thinkers, writers, artists, scientists, builders, and political leaders?	___	___
15.	Supply an accurate and sound balance in the matter of historical perspective, making it perfectly clear that all racial and religious and ethnic groups have mixed heritages, which can well serve as sources of both group pride and group humility?	___	___
16.	Clarify the true historical forces and conditions which in the past have operated to the disadvantage of women and minority groups?	___	___
17.	Clarify the true contemporary forces and conditions which at present operate to the disadvantage of women and minority groups?	___	___
18.	Analyze intergroup tension and conflict fairly, frankly, objectively, and with emphasis upon resolving our social problems in a spirit of fully implementing democratic values and goals in order to achieve the American dream for all Americans?	___	___

	Yes	No
19. Seek to motivate students to examine their own attitudes and behaviors, and to comprehend their own duties and responsibilities as citizens in a pluralistic democracy--to demand freedom and justice and equal opportunity for every individual and for every group?	___	___
20. Help minority group (as well as majority group) students to identify more fully with the educational process by providing textual content and illustrations which give students many opportunities for building a more positive self-image, pride in their group, knowledge consistent with their experience; in sum, learning material which offers students meaningful and relevant learning worthy of their best efforts and energies?	___	___

Editor's note: This author's criteria are not in effect a rating scale. You may, however, want to judge your present learning materials by these criteria. Unless you are able to answer "yes" to all of these questions, you may feel there is room for improvement--or even a need to select new textbooks and other instructional materials.

From: Women on Words and Images, P.O. Box 2163, Princeton, New Jersey 08540.
Authors of Dick and Jane as Victims: Sex Stereotyping in Children's Readers
Expanded 1975 version - $2.00 per copy.

GUIDELINES FOR NON-SEXIST EDUCATION

Most textbooks used in schools today are sexist. While these texts are directly concerned with the instruction of skills and the imparting of knowledge in various subject areas, they are indirectly expressing the attitudes and values of society. It is important that everyone dealing with children become aware of restrictive, narrow, sexist attitudes portrayed in the majority of school curriculum materials.

CHECKLIST FOR EVALUATIVE SEXISM IN CURRICULUM MATERIALS – The following guidelines may be used to examine individual books for sexism:

	Male	**Female**
1. Number of stories where main character is		
2. Number of illustrations		
3. Number of times children are shown:		
a. in active play		
b. using initiative		
c. independent		
d. solving problems		
e. earning money		
f. receiving recognition		
g. being inventive		
h. involved in sports		
i. being passive		
j. fearful		
k. helpless		
l. receiving help		
m. in quiet play		
4. Number of times adults are shown:		
a. in different occupations		
b. playing with children		
c. taking children on outings		
d. teaching skills		
e. showing tenderness		
f. scolding children		
g. biographically		

OTHER CONSIDERATIONS – When examining books or curriculum materials, these additional questions need to be considered:

1. Are boys allowed to show emotion?
2. Are boys and girls portrayed with a range of human responses – e.g. fear, anger, aggression, excitement and tenderness?
3. Are there derogatory comments directed at women and girls?
4. Are mothers shown in roles other than housework or child rearing?
5. Are mothers employed outside the home? ... in a wide range of occupations or only stereotypical ones?
6. Are fathers shown in roles other than going to work or doing traditional chores?
7. Are all members of the family involved in household tasks?
8. Are boys and girls participating equally in physical and intellectual activities?
9. Are both boys and girls developing independent lives, independently meeting challenges and finding their own solutions?
10. Are there any stories about one-parent families? ... families without children? ... are babysitters and day-care centers shown?

11. Are only girls rewarded for their looks or given "grooming" instructions?
12. Are there one or two bright examples of equal sex treatment in materials which are fundamentally dominated by male role models?
13. Are generic "he" and masculine pronouns used to represent all people e.g. "mankind", "fireman" and "mailman"?
14. Is family responsibility assumed to be the domain of females while males assume a breadwinner position?
15. Are the changing roles of men and women discussed?

CLASSROOM PRACTICES – Awareness of the existence of sexism in all curriculum materials is important. In addition, attitudes and practices of teachers in the classroom influence students' impressions of what is expected of them. The following are examples of classroom practices which are detrimental to the full development of every child.

1. Attendance taken by sex
2. Classroom tasks assigned by sex
3. Classroom activities different for each sex
4. Different extracurricular activities for each sex
5. Different expectations for each sex academically and socially
6. Differing expectations of acceptable (unacceptable) behavior for each sex
7. Differing treatment of acceptable (unacceptable) behavior for each sex

CLASSROOM ACTIVITIES – The following specific activities are suggested to sharpen the student's perceptions of stereotypes:

1. Discuss the limiting aspects of stereotyping
2. Have students reverse roles
3. Have students point out stereotypes in their own books
4. Have students discuss stereotypes in television shows
5. Have students discuss "what they want to be" and assist them in identifying any sex role socialization as the basis for their aspirations
6. Set up displays on non-traditional jobs for males and females
7. Set up displays emphasizing the role women play in sports
8. Set up displays showing males in nurturing roles
9. Use non-sexist bibliographies for choosing books
10. Have a wide range of biographies of both men and women available in the classroom

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From Self-Study Guide to Sexism in Schools, Education Committee of Pennsylvanians for Womens Rights, Pennsylvania Department of Education.
(Permission is granted to reprint this material)

CHECKLIST FOR ANALYZING A SCHOOL LIBRARY

Yes No

___ ___ 1. Books and/or library sections are not designated as *for girls* or *for boys.*

___ ___ 2. The library includes materials which discuss psychology, sociology, economics, political science, and history from feminist viewpoints.

___ ___ 3. The library includes a significant number of biographies and autobiographies by and about women.

___ ___ 4. The library includes materials which portray women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations.

___ ___ 5. Library displays include feminist subjects.

___ ___ 6. Library displays depict women favorably in roles other than wife, mother, and homemaker, or other traditional female occupations.

___ ___ 7. Procedures and criteria for selecting library materials include evaluation for sexism.

___ ___ 8. The library subscribes to and makes readily available feminist periodicals and publications.

___ ___ 9. Materials on career choices offer a wide variety of options for both girls and boys. They do not suggest that certain careers are *for girls* and others *for boys.*

___ ___ 10. A brief examination of selected items in the library indicates that they meet the standards for nonsexist instructional materials.

2. School Policies and Practicies

Pupil Survey Questionnaire *

School ______________________

To The Pupil:

A committee appointed by the Board of School Directors is studying the schools to see how people get along together.

We are asking you to help us by telling us about your school and the pupils in it. Please do not use your name.

If you are not sure about your answer to any item, leave it blank.

A. Please check to show what is true for you:

1. ___ Boy ___ Girl

2. ___ American Indian ___ Black ___ Asian American ___ Hispano

___ White ___ Other ______________________

B. Please check in the columns to the right of each statement below to show how often the statements are true in your school.

	Very Often	Sometimes	Seldom or Never
3. Do the pupils in your school feel relaxed about mixing with pupils of different racial or ethnic backgrounds?	___	___	___
4. Do you have friends of different racial or ethnic backgrounds?	___	___	___
5. Do you accept racial or ethnic backgrounds that are different from your own?	___	___	___
6. Are your actions towards a teacher or other school adult of a different racial or ethnic background the same as to a person of your own background?	___	___	___
7. Are the pupils from all racial or ethnic groups expected to do the same amount and quality of work?	___	___	___
8. Do you think the discipline is the same for all pupils?	___	___	___

*Department of Educational Research and Program Assessment, Division of Planning and Long Range Development, Milwaukee Public Schools, 5225 W. Vliet St., Milwaukee, WI. Reprinted by permission of the Milwaukee Public Schools.

	Very Often	Sometimes	Seldom or Never
9. Are the pupils of one racial or ethnic group afraid of the pupils of another group?	_____	_____	_____
10. Are you afraid of being physically hurt by other pupils in your school?	_____	_____	_____
11. Are the pupils selected fairly for special jobs from all racial or ethnic groups?	_____	_____	_____
12. Do the pupils in your class feel free to express their ideas and feelings?	_____	_____	_____

C. Please tell us:

13. If you brag about your school, what do you brag about?

____

____

14. If you complain about your school, what do you complain about?

____

____

15. What is the most important thing that you think can be done to improve human relations within your school?

____

____

Student Survey Questionnaire *

School ______________________________

To The Student:

The purpose of this study is to gather information and ideas from students, teachers, and others on what interpersonal relations are like in and around the schools, and to see what can be done to improve them. Recommendations will be made by the committee and given to the Board of School Directors for use in planning better schools.

We are asking you to help us by sharing your ideas and judgments with us. Please do not use your name. Your cooperation is appreciated.

If you are uncertain as to your answer for any item, leave it blank.

A. Please check to show what is true for you:

1. ___ Male ___ Female

2. ___ American Indian ___ Black ___ Asian American ___ Hispano

___ White ___ Other ______________________________

B. Please check in the column to the right of each statement below to show how often the statements are true in your school.

	Very Often	Sometimes	Seldom or Never
3. Do the students in your school associate freely with students of different racial or ethnic backgrounds?	_____	_____	_____
4. Do you have friends of different racial/ethnic background?	_____	_____	_____
5. Do you accept racial/ethnic backgrounds that are different from your own?	_____	_____	_____
6. Do you react to a faculty member or other staff person of a different racial/ethnic background in the same manner as to a person from your own background?	_____	_____	_____
7. In your classes are the students from all racial/ethnic groups expected to do the same amount and quality of work?	_____	_____	_____

*Ibid.

		Very Often	Sometimes	Seldom or Never
8.	Do you feel that disciplinary measures are administered with equal fairness to all students?	____	____	____
9.	Are the students of one racial/ethnic group at your school afraid of the students of another racial/ethnic group?	____	____	____
10.	Are you afraid of being physically hurt by other students in your school?	____	____	____
11.	Are student participants selected for various school activities without regard to racial or ethnic background?	____	____	____
12.	In your classes do students feel free to express their ideas and feelings?	____	____	____

C. 1. If you brag about your school, what do you brag about?

____

____

2. If you complain about your school, what do you complain about?

____

____

3. What is the most important thing that you think can be done to improve human relations within your school?

____

____

School Staff Survey Questionnaire*

School ______________________________

To The School Staff:

A study committee on Human Relations has been appointed by the Board of School Directors to study interpersonal relations and cultural awareness activities in the school system. The committee members are teachers, principals, students, parents, and other community members.

The purpose of this study is to gather information and ideas and to ask people to share their judgments with us in order to learn what interpersonal and cultural relations in the schools are like and what can be done to improve them. The committee will make recommendations for planning better schools.

We are asking your help in this work. Please do not use your name. Your cooperation is appreciated. If you are uncertain as to your answer to any question leave it blank.

A. Please check to show what is true for you.

1. Sex: ___ Male ___ Female

2. Ethnic Category:

___ American Indian ___ Black ___ Asian American ___ Hispano

___ White ___ Other ____________________________

3. Staff Position:

___ Administrative Staff ___ Teaching Staff ___ Secretarial Staff

___ Aide Staff ___ Food Service Staff ___ Plant Operation Staff

B. Please check in the column to the right of each statement below to show how often the statements are true in your school.

	Frequently	Sometimes	Seldom or Never
4. Are disciplinary measures administered in the same manner to all students?	_____	_____	_____
5. Are student participants selected for various school activities without regard to racial or ethnic background?	_____	_____	_____

*Ibid.

		Frequently	Sometimes	Seldom or Never
6.	Do you accept racial or ethnic backgrounds that are different from your own?	____	____	____
7.	Do you react to a student from a different racial/ethnic background in the same manner as to a student from your own background?	____	____	____
8.	Are you afraid of being assaulted by a student?	____	____	____
9.	Are staff members who associate freely with people from different racial/economic/ethnic backgrounds subject to negative pressures from their own group?	____	____	____
10.	In your school do you make friends of different racial or ethnic backgrounds?	____	____	____
11.	In your school are staff members free to express their ideas and feelings?	____	____	____
12.	Are your ideas and suggestions given serious consideration?	____	____	____
13.	Are parents cooperative in response to the school's request for information and help?	____	____	____
14.	Does your school actively encourage parents to become involved in the education of their children?	____	____	____
15.	Are new staff members made to feel welcome in your school?	____	____	____

C. 16. Would you be interested in participating in an in-service training program in Human Relations?

___ Yes ___ No

If so, what time would be most convenient for you?

___ morning ___ afternoon ___ evening

___ weekday ______________________ ___ weekend

17. If you brag about your school, what do you brag about? ____________________

____

18. If you complain about your school, what do you complain about? ____________

____

19. What is the most important thing that you think could be done to improve human relations within your school? ______________________________________

____

Parent Survey Questionnaire *

School Your Child Attends:

____

To The Parent:

A study committee on Human Relations has been appointed by the Board of School Directors to study interpersonal relations and cultural awareness activities in the school system. The committee members are teachers, principals, students, parents, and other community members.

The purpose of this study is to gather information and ideas and to ask people to share their judgments with us in order to learn what interpersonal and cultural relations in the schools are like, what is being done to improve them and what can be suggested for further improvement. The committee will make recommendations to the Board of School Directors for planning better schools.

We are asking your help in this work. Please do not use your name. Your cooperation is appreciated. If you do not know the answer to an item please leave it blank.

A. BACKGROUND INFORMATION - Please check to show what is true for you.

1. What age are your children?

___ Elementary age ___ Jr. High age ___ Sr. High age

2. Ethnic Category:

___ American Indian ___ Black ___ Asian American ___ Hispano

___ White ___ Other ______________________

B. PARENT INVOLVEMENT

3. To what extent do you as a parent feel encouraged to actively participate in discussion of school and school community problems and planning of school affairs?

___ strongly encouraged ___ mildly encouraged ___ not encouraged

4. How well are you informed about school affairs?

___ very well informed ___ quite well informed ___ not informed

---

*Ibid.

5. How well would you like to be informed?

___ completely informed ___ only generally informed about important matters ___ do not generally care to be informed

6. Would you likely become a consistently active participant in school affairs if you were strongly urged?

___ definitely would ___ probably would ___ might ___ probably not

7. Do you feel you are well informed by the teacher about your child's progress and success in school?

___ yes ___ no

C. RELATIONSHIPS

8. How often do you accept racial or ethnic backgrounds that are different from your own?

___ frequently ___ sometimes ___ seldom or never

9. Do you have friends of different racial or ethnic backgrounds?

___ frequently ___ sometimes ___ seldom or never

10. Would you be interested in participating in an in-service training program in human relations?

___ yes ___ no ___ don't know

If so, what time would be most convenient for you?

___ morning ___ afternoon ___ evening

___ weekday ______________________ ___ weekend

11. What is the most important thing that you think can be done to improve human relations in the school your child attends?

____

____

____

____

Principal and Division/Department Head Survey Questionnaire *

To The Principal, Division/Department Head:

A study committee on Human Relations has been appointed by the Board of School Directors to study interpersonal and cultural relations in the school system. The committee members are teachers, principals, students, parents, and other community members.

The purpose of this study by the Ad Hoc Committee on Human Relations is to gather information and ideas and to ask people to share their judgments with us in order to learn what interpersonal and cultural awareness activities in the schools are like, what is being done to improve them, and what can be suggested for further improvement. The recommendations of the study committee will be presented to the Administration and to the Board.

We are asking you to help us in this study by reporting briefly some of the more important things that are being done in your school or department to improve interpersonal relations and cultural sensitivity. Please respond in terms of your school or department. Your cooperation is appreciated.

In this brief questionnaire we are seeking to identify on-going or emerging activities in your school or department in the area of cultural awareness and human relations. It is recognized that there is a very wide range of activities undertaken in the school system designed to promote cultural sensitivity and understanding. The following are offered as points which you may wish to consider. However, no particular format or sequence is needed. You may very well have an explanation or description that is already written. A copy of that would suffice very well.

- -

____
School/Department

Identification of activity or project:

1. Are there any cultural awareness or human relations programs in your school or department?

   ___ yes ___ no

2. If the answer to the question above is yes, please ask your staff to use the attached form to identify and report the program, activity, project, or course of study. It is intended that there be a report form for each activity or project, as you may wish. Additional forms are available by calling 8258.

   If the answer to the question above is no, please turn to item number 14 on the attached report form.

*Ibid.

____
School/Department

3. Is this activity primarily in the area of:

___ cultural awareness ___ human relations or ___ both

4. Is this activity a:

___ course of study ___ curriculum project ___ extra-curricular activity

___ workshop ___ other ______________________________

5. How many people are served by your program?

students ______ staff ______ parents ______ other ______

6. For what school group is this activity most appropriate?

___ elementary pupils ___ jr. high school students ___ sr. high school students

___ school staff ___ parents

7. Is this program intended to serve a particular ethnic or racial group?

___ yes ___ no

If so, what group? ____

8. Please state the specific purpose and nature of this activity.

9. Is this a program that was:

___ initiated by and carried on within the school

___ initiated by Central Office personnel and carried on in the schools

___ initiated by an agency outside the school system and carried on in the school system. If so, the name of the agency is ______________________

10. Do you feel that other schools or departments would benefit from this kind of program?

___ yes ___ no

11. In which of the following areas have problems been encountered?

___ program leadership ___ participation ___ availability of resource people

___ scheduling ___ staff ___ materials ___ financial ___ other __________
____

12. Which of the following areas represent strong points in your program?

___ program leadership ___ participation ___ availability of resource people

___ scheduling ___ staff ___ materials ___ financial ___ other ____________
____

13. Please list barriers of a human relations or interpersonal relations nature that have been observed in your program:

14. If you do not have a human relations or cultural awareness program, what human relations or cultural awareness program do you think is most needed in your area of responsibility?

15. What person could be contacted for further information on the activity described on this report form?

3. Hiring Practices and Contractual Services

SELF-EVALUATION
for
ELIMINATING AND PREVENTING
SEX DISCRIMINATION
Under
TITLE IX

Pre-employment and Personnel Questionnaire
for
Professional Classifications

Ohio Department of Education
Columbus, Ohio
43215

OHIO DEPARTMENT OF EDUCATION
TITLE IX EVALUATION

Professional Classifications

Pre-Employment and Personnel Concerns

		Yes	No	Don't Know	Needs Improvement
1.	Are applicants asked to designate marital status at the time of their interview?				
2.	Are applicants asked to indicate their spouse's employment status at the time of their interview?				
3.	Are male applicants asked to indicate the employment status of their spouse at their interview?				
4.	Are female applicants asked to indicate the employment status of their spouse at their interview?				
5.	Are applicants asked questions relative to their family growth plans at the interview?				
6.	Are applicants asked to indicate current pregnancy status at their interview?				
7.	Are applicants asked about medical history, including pregnancies, at the interview? - subsequent to the interview, but before hiring?				
8.	Are male applicants asked to elaborate upon their spouse's career plans?				
9.	Are female applicants asked to elaborate upon their spouse's career plans?				
10.	Are male applicants questioned as to whether their spouse's career includes travel or transfer potential?				
11.	Are female applicants questioned as to whether their spouse's career includes travel or transfer potential?				

	Yes	No	Don't Know	Needs Improvement
12. Are short-term leaves of absence approved for child-caring purposes, regardless of sex?				
13. Are males encouraged to share in the decision making of the Section or Division?				
14. Are females encouraged to share in the decision making of the Section or Division?				
15. Are new employees provided with career counseling to make them aware of promotional potential within the Service Area?				
16. Does the assignment of staff within a given classification suggest a pattern of equal work allocation for similar classification and level?				
17. Are salaries for comparable positions, having similar responsibilities, equal?				
18. Are criteria for determining salary for and within each job classification developed and applied without regard to sex?				
19. Do position prerequisites discriminate by virtue of the fact that women have been unable to achieve certain experiences due to societal attitudes? *(Example: school principalships or administrative responsibilities.)*				
20. Have efforts been made to hire qualified members of a discriminated against minority (women) so as to overcome the effects of present or past discrimination?				
21. Are women given credit for previous job related experiences for placement within a classification?				
22. Are all decisions regarding the following areas made without regard to sex:				
Recruitment?				
Selection?				

	Yes	No	Don't Know	Needs Improvement
22. *(Cont'd.)*				
Transfer?				
Referral?				
Promotion?				
Retention?				
Dismissal?				
23. Are the following leaves made without regard to sex:				
Sabbatical?				
Emergency?				
Child caring?				
Educational?				
Medical?				
Administrative?				
24. Are male and female employees, having similar education and experience, classified at the same level?				
25. Are promotions given without regard to sex?				
26. Are there females within the Section who are overqualified for their present classification?				
27. Is the amount of time spent in a classification, prior to promotion, equal for male and female employees?				
28. Does the Section or Division make any effort to publish notification of Civil Service or Departmental in-service career developmental opportunities?				
29. Are you aware of the implications of Title IX with regard to the elimination of sex discrimination in employment?				
30. Are applicants asked to designate sex on application forms?				
COMMENTS:				

ELIMINATING AND PREVENTING
SEX DISCRIMINATION
Under
TITLE IX

GRIEVANCE PROCEDURES

Ohio Department of Education
Columbus, Ohio
43215

GRIEVANCE PROCEDURE

The following steps will be used in any complaint or grievance. Each division or unattached section will disseminate and publicize the name, office, address, and telephone number of the responsible person to whom complaints will be addressed.

Step #1 - The complainant must present in written form within ten days (two working weeks) the complaint to the responsible person designated as the Grievance Officer. (Use Grievance Report - Form A.)

Step #2 - The responsible person has a working week (five days) in which to investigate and respond. (Use space provided on the Grievance Report - Form A.)

Step #3 - If not satisfied, the complainant may appeal within ten days (two working weeks) to the superintendent or his designated Title IX Coordinator. (Use Appeal Form B.)

Step #4 - Response by the designated officer will be given within five days (one working week). (Use space provided on the Appeal Form B.)

Step #5 - If the complainant is not satisfied at this level, an appeal may be made within ten days (two working weeks) to the State Board of Education requesting review of the complaint at the next regular meeting or within thirty (30) calendar days. The State Board of Education normally meets on the second Monday of each month, unless an exception to those regular dates is announced. (Use Appeal Form C.)

Special Notes:

A. Michael O. Gordon, Affirmative Action Compliance Officer, Room 820, ODB, 65 South Front Street, Columbus, Ohio 43215, Telephone No: 614-466-8644, is the responsible person to whom complaints will be addressed.

B. Robert O. Greer, Assistant Superintendent, Urban Education, Room 808, ODB, 65 South Front Street, Columbus, Ohio 43215, Telephone No: 614-466-5834, has been designated by the Superintendent of Public Instruction as Title IX Coordinator.

C. Nothing involved in these internal grievance procedures precludes ultimate filing of a complaint through the Equal Employment Opportunity Office, Department of Administrative Services.

Robert O. Greer
Title IX Coordinator

OHIO DEPARTMENT OF EDUCATION
GRIEVANCE REPORT
Form A

Step #1

FROM: ________________________________ Grieving Person

____
Division or Section ________________ Position

TO: ________________________________ Grievance Officer

SUBJ: ________________________________

DATE: ________________________________

Description of happening: On ________________ Section # ________ of Title IX Policy, in my estimation, was violated in the following manner:

____
Signature

Step #2 (To Be Used by Grievance Officer Only)

GRIEVANCE # ________________________
(to be assigned only if forwarded)

DATE FORWARDED: ________________________

RESPONSE TO GRIEVANCE:

____
Signature of Grievance Officer

____
Date

Submit this Form in Triplicate - Original and Two Carbon Copies

OHIO DEPARTMENT OF EDUCATION

GRIEVANCE APPEAL

Form B

GRIEVANCE # ____________
(assigned by Grievance Officer)

Step #3

FROM: ____________
Grieving Person

TO: ____________
Superintendent or Title IX Coordinator

SUBJ: ____________
*Type of Grievance

DATE: ____________

(*The Grievance Report Form A must be attached)

____
Signature

Step #4

DATE APPEAL RECEIVED ____________

DATE OR RESPONSE TO APPEAL ____________

RESPONSE TO APPEAL:

____
Signature of Supt. or Title IX Coord

____
Date

Submit this Form in Triplicate - Original and Two Carbon Copies

SECOND APPEAL
Form C

Step #5 GRIEVANCE # ____________

FROM: ____________ Grieving Person

TO: State Board of Education

SUBJ: *

DATE: ____________

*Attach - Grievance Report (Form A)

Appeal (Form B)

____
Signature

Step #6

DATE SECOND APPEAL RECEIVED ____________

DATE OF RESPONSE TO SECOND APPEAL ____________

RESPONSE TO SECOND APPEAL: ____________

____
Signature of President
State Board of Education

____
Date

Submit this Form in Triplicate - Original and Two Carbon Copies

SELF-EVALUATION
for
ELIMINATING AND PREVENTING SEX DISCRIMINATION
Under
TITLE IX

Check List and Questionnaire
for
Division Directors

Ohio Department of Education
Columbus, Ohio
43215

COMPLYING WITH TITLE IX
IMPLEMENTING INSTITUTIONAL SELF-EVALUATION

Title IX of the Education Amendments of 1972 states that

> "No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance."

The Regulation to implement Title IX became effective July 21, 1975; it establishes the criteria to which education institutions or agencies receiving federal funds must adhere in eliminating sex discrimination from their educational programs and their employment policies and practices. The provisions of the Regulation may be organized into four major subject categories:

- general requirements for achieving compliance;
- requirements for nondiscrimination in student admissions and recruitment;
- requirements for nondiscrimination in student programs;
- requirements for nondiscrimination in employment.

The provisions outlining general requirements for achieving compliance are a unique aspect of the Title IX Regulation. They specify five tasks which must be completed by institutions of higher education, state departments of education and local education agencies receiving federal funds within the first twelve months of the effective date of the Regulation. These tasks include:

- notification of policy of nondiscrimination on the basis of sex and compliance with Title IX;
- designation of an employee(s) responsible for coordinating compliance efforts;
- development and implementation of a grievance procedure(s) for handling student and employee complaints alleging violations of Title IX;
- implementation of an institutional self-evaluation to assess institutional or agency policies and practices for compliance with Regulation requirements and modify them where necessary to ensure compliance;

- submission of assurances of compliance with every application for federal financial assistance.

The Title IX Regulation, 86.3, requires that by July 21, 1976, every education institution or agency receiving federal funds must complete a self-evaluation of its compliance with Title IX:

> (c) Self-evaluation. Each recipient education institution shall, within one year of the effective date of this Part:
>
> (i) evaluate, in terms of the requirements of this Part, its current policies and practices and the effects thereof concerning admission of students, treatment of students, and employment of both academic and nonacademic personnel working in connection with the recipient's education program or activity;
>
> (ii) modify any of these policies and practices which do not or may not meet the requirements of this Part; and
>
> (iii) take appropriate remedial steps to eliminate the effects of any discrimination which resulted or may have resulted from adherence to these policies and practices.
>
> (d) Availability of self-evaluation and related materials. Recipients shall maintain on file for at least three years following completion of the evaluation required under paragraph (c) of this section, and shall provide to the Director upon request, a description of any modifications made pursuant to subparagraph (c) (ii) and of any remedial steps taken pursuant to subparagraph (c) (iii).

The materials contained in this check list provide the framework for self-evaluation by departmental divisions. Division Directors are requested to complete the sections covering the various personnel levels. Since each division reports regularly with an employee flow chart, it will not be necessary to submit percentage charts on numbers and types of employees.

All tabulation will be done after July 21, 1976 by the Title IX Evaluation Task Force, headed by Miss Carol O'Connell, Division of Elementary and Secondary Education. This Task Force is an outgrowth of our departmental IWY/Title IX Advisory Committee. Along with the check list for Division Directors, selected individual employee spot check questionnaires will be requested in each division.

OHIO DEPARTMENT OF EDUCATION TITLE IX SELF-EVALUATION

The numbers listed below with each question correspond to the sections contained in the Federal Register, for Wednesday, June 4, 1975, Vol. 40, No. 108, Part II entitled "Nondiscrimination on the Basis of Sex." This publication lists the rules and regulations under Part 86 of Title IX.

For some questions below, an answer of "yes" denotes compliance with the Title IX Rules and Regulations; and for some questions an answer of "no" denotes compliance. Please place check (✓) under the appropriate response which seems to indicate your awareness concerning compliance - to your knowledge.

YES NO

86.8 Designation of responsible employee and adoption of grievance procedures

___ ___ 86.8(a) - Has at least one departmental employee been designated as a Title IX Compliance Coordinator?

___ ___ 86.8(a) - Have all employees of the Department been notified of the name, office address, and telephone number of the employee or employees appointed as Title IX Compliance Coordinator(s)?

___ ___ 86.8(b) - Have grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action prohibited by Part 86 of Title IX been adopted and published?

86.9 Dissemination of policy

___ ___ 86.9(a) - Have specific and continuing procedures been developed to implement the policy dissemination requirements of Section 86.9?

86.21 Admission of students

___ ___ 86.21 - Are student applicants denied admission to any Ohio school on the basis of sex or sex related characteristics listed in Section 86.21?

86.31 Education Programs and Activities

___ ___ 86.31 - Are any students in Ohio school districts excluded from, denied the benefits of, or subjected to discrimination under any educational programs and activities on the basis of sex? (Note paragraphs b and d of Section 86.31)

___ ___

86.33 Comparable facilities

___ ___ 86.33 - On evaluation visits, do you see comparable toilet, locker room, and shower facilities provided for boys and girls in Ohio school districts?

YES	NO		
	86.34	Access to Course Offerings	
___	___	86.34	- Do Ohio school districts provide any course or otherwise carry out any education programs or activities separately on the basis of sex?
___	___	86.34(a)-	Will all elementary physical education classes and activities in Ohio school districts comply with Section 86.34 on or before July 21, 1976?
___	___	86.34(a)-	Will all secondary physical education classes and activities in Ohio school districts comply with Section 86.34 on or before July 21, 1978?
___	___	86.34(d)-	Are standards to measure skill or progress in physical education used in Ohio school districts that have an adverse effect on members of one sex?
	86.36	Counseling and use of appraisal and counseling materials	
___	___	86.36(a)-	Do Ohio school districts discriminate against any person on the basis of sex in the counseling or guidance of students or applicants for admission?
___	___	86.36(b)-	Do the appraisal and counseling materials used by this school district comply with section 86.36(b)?
___	___	86.36(c)-	Are there any classes in Ohio school districts which contain a substantial disproportionate number of individuals of one sex as a result of discrimination on the basis of sex in counseling or appraisal?
	86.38	Employment assistance to students	
___	___	86.38	- Do any of the agencies, organizations, or persons in Ohio school districts assist in making employment available to students discriminate on the basis of sex?
	86.39	Health and Insurance Benefits and Services	
___	___	86.39	- Are medical and accident benefits and services provided by Ohio school districts to its students and employees in a non-discriminatory manner on the basis of sex?
	86.40	Marital and Parental Status.	
___	___	86.40	- Are Ohio school districts in compliance with Section 86.40 concerning its students with regard to marital status, parental status, pregnancy and related conditions?

YES **NO**

86.41 Athletics

___ ___ 86.41(a) - Are any students in Ohio school districts excluded from participation in, denied the benefits of or treated differently from another person in any interscholastic club or intramural athletic activity on the basis of sex?

___ ___ 86.41(b) - Are there separate athletic teams sponsored by school districts for members of each sex for only those teams whose membership selection is based on competitive skill, or the activity involved is a contact sport as defined in Section 86.41(b)?

___ ___ 86.41(b) - Are Ohio school districts in compliance with Section 86.41(b) with respect to the athletic teams it sponsors which are for members of one sex and no similar team is being sponsored for the other sex?

___ ___ 86.41(c) - Are Ohio school districts in compliance with the equal athletic opportunities factors listed in Section 86.41(c) as they relate to members of both sexes?

___ ___ 86.41(d) - Will Ohio school districts be in compliance with Section 86.41 for all elementary school level interscholastic, club or intramural athletic activities by July 21, 1976?

___ ___ 86.41(d) - Will Ohio school districts be in compliance with Section 86.41 for all secondary level interscholastic, club or intramural athletic activities by July 21, 1978?

86.51 Employment

___ ___ 86.51 - Is Ohio Department of Education in compliance with the rules and regulations regarding non-discrimination on the basis of sex relating to employment of personnel in education programs and activities as stated in Section 86.51?

86.52 Employment Criteria

___ ___ 86.52 - Does the department administer or operate any test or other criteria for any employment opportunity which has a disproportionately adverse effect on persons on the basis of sex? (See 86.52a and 86.52b, also)

86.53 Recruitment

___ ___ 86.53(a) - Has this department or division in the past discriminated in the recruitment and hiring of employees on the basis of sex?

YES NO

___ ___ 86.53(a) - Is this department or division presently discriminating in the recruitment and hiring of employees on the basis of sex? (Other than as part of an approved affirmative action plan)

___ ___ 86.53(b) - Does your division or section recruit primarily or exclusively at entities which furnish as applicants only or predominately members of one sex?

86.54 Compensation

___ ___ 86.54(a) - Does this department make distinctions in rates of pay or other compensations on the basis of sex?

___ ___ 86.54(b) - Does this department have any policy or practice which results in the payment of wages to employees of one sex at a rate less than that paid to employees of the opposite sex for equal work on jobs the performance of which requires equal skill, effort and responsibility and which are performed under similar working conditions?

86.55 Job Classification and Structure

___ ___ 86.55(a) - Does this department or division classify a job as being for males or for females?

___ ___ 86.55(b) - Does this department or division maintain or establish separate lines of progression, seniority lists, career ladders, or tenure systems based on sex?

___ ___ 86.55(c) - Does this department maintain or establish separate lines of progression, seniority systems, career ladders, or tenure systems, for similar jobs, position descriptions, or job requirements which classify persons on the basis of sex, unless sex is a bona-fide occupational qualification for the positions in question as set for in Section 86.61?

86.56 Fringe Benefits

___ ___ 86.56(b) - Does this department make fringe benefits available to spouses, families, or dependents of employees differently upon the basis of the employees sex?

___ ___ 86.56(b)(2) - Does this department administer, operate, offer, or participate in a fringe benefit plan which does not provide either for equal periodic benefits for members of each sex, or for equal contributions to the plan for members of each sex?

YES	NO		
___	___	86.56(b)(3)	- Does this department administer, operate, offer or participate in a pension or retirement plan, which establishes different, optional or compulsory retirement ages based on sex or which otherwise discriminates in benefits on the basis of sex?
	86.57	Marital or Parental Status	
___	___	86.57	- Does this department apply any policy or take any employment action which does not comply with the regulations stated in Section 86.57?
	86.59	Advertising	
___	___	86.59	- Does this department indicate in any advertising related to employment, a preference, limitation, specification, or discrimination based on sex unless sex is a bona-fide occupational qualification for the particular job?
	86.60	Pre-employment Inquiries	
___	___	86.60(a)	- Does this department make a pre-employment inquiry as to the marital status of an applicant for employment, including whether the applicant is "Miss or Mrs."?
___	___	86.60(b)	- Are all pre-employment inquiries by this department as to the sex of an applicant for employment in compliance with Section 86.60(b).?
	86.3	Remedial and Affirmative Action and Self-evaluation	
___	___	86.3(b)	- Are all affirmative action plans with regard to bringing the educational agency into compliance with the regulations in Part 86 of Title IX in compliance with Section 86.3(b)?
___	___	86.3(d)	Is this educational agency maintaining appropriate self-evaluation and related materials files to comply with Section 86.3(d)?

SELF-EVALUATION
for
ELIMINATING AND PREVENTING
SEX DISCRIMINATION
Under
TITLE IX

Pre-employment and Personnel Questionnaire
for
Clerical-Secretarial Classifications

Ohio Department of Education
Columbus, Ohio
43215

OHIO DEPARTMENT OF EDUCATION
TITLE IX EVALUATION

Clerical/Secretarial Classifications

Pre-Employment and Personnel Concerns

	Yes	No	Don't Know	Needs Improvement
1. Are applicants asked to designate marital status at the time of the interview?				
2. Are applicants asked to indicate their spouse's employment status at the interview?				
3. Are applicants asked questions pertinent to their family plans at the time of the interview?				
4. Are applicants asked to indicate current pregnancy status at the time of the interview?				
5. Are applicants asked about medical history, to include pregnancies, at the time of the interview?				
6. Are all applicants asked to elaborate upon their spouse's career plans?				
7. Are all applicants questioned as to whether their spouse's career includes travel or transfer potential?				
8. Does the clerical classification allow persons an opportunity to share in decision making?				
9. Does the secretarial classification allow persons an opportunity to share in decision making at a level related to their skills or qualifications?				
10. Do clerical/secretarial personnel have promotional potential beyond the beginning level, within the clerical/secretarial classification?				

	Yes	No	Don't Know	Needs Improvement
11. Does the assignment of clerical personnel, within a given classification, suggest an equal division of work?				
12. Does the assignment of secretarial personnel, within a given classification, suggest an equal division of work?				
13. Are salaries for comparable jobs, having similar task responsibilities, the same?				
14. Are criteria for determining salary for and within each job classification developed and applied without regard to sex?				
15. Are all decisions regarding the following areas made without regard to sex:				
Recruitment?				
Selection?				
Transfer?				
Referral?				
Promotion?				
Retention?				
Dismissal?				
16. Are the following leaves made available without regard for sex:				
Emergency?				
Child Caring?				
Educational?				
Medical?				
17. Are male and female employees, having similar skills and job qualifications, classified at the same level?				
18. Are promotions given without regard to sex?				
19. Is the amount of time spent in a classification, prior to promotion, equal for male and female employees?				
20. Are secretarial/clerical personnel given periodic counseling to make them more aware of career growth and promotional potential within Civil Service?				

	Yes	No	Don't Know	Needs Improvement
21. Is in-service, job related training available for clerical/secretarial personnel?				
22. If secretarial/clerical personnel avail themselves of job-related training, do they have promotional potential within the Division or Department?				
23. Are clerical/secretarial personnel able to seek a number of career and promotional opportunities within the Division or Department?				
24. Are several positions having high clerical/secretarial classifications available only outside of the Section or Division?				
25. Are you aware of Title IX regulations with regard to the elimination of sex discrimination in employment?				

COMMENTS:

4. Teacher Inservice Activities

A Scale to Measure Attitudes Towards Disabled Persons *

Mark each statement in the left margin according to how much you agree or disagree with it. Please mark every one. Write 1, 2, 3, 4, 5, or 6: depending on how you feel in each case.

1: I AGREE VERY MUCH
2: I AGREE PRETTY MUCH
3: I AGREE A LITTLE

4: I DISAGREE A LITTLE
5: I DISAGREE PRETTY MUCH
6: I DISAGREE VERY MUCH

____ 1. Parents of disabled children should be less strict than other parents.

____ 2. Physically disabled persons are just as intelligent as nondisabled ones.

____ 3. Disabled people are usually easier to get along with than other people.

____ 4. Most disabled people feel sorry for themselves.

____ 5. Disabled people are the same as anyone else.

____ 6. There shouldn't be special schools for disabled children.

____ 7. It would be best for disabled persons to live and work in special communities.

____ 8. It is up to the government to take care of disabled persons.

____ 9. Most disabled people worry a great deal.

____ 10. Disabled people should not be expected to meet the same standards as nondisabled people.

____ 11. Disabled people are as happy as nondisabled ones.

____ 12. Severely disabled people are no harder to get along with than those with minor disabilities.

____ 13. It is almost impossible for a disabled person to lead a normal life.

____ 14. You should not expect too much from disabled people.

____ 15. Disabled people tend to keep to themselves much of the time.

____ 16. Disabled people are more easily upset than nondisabled people.

____ 17. Disabled persons cannot have a normal social life.

____ 18. Most disabled people feel that they are not as good as other people.

____ 19. You have to be careful of what you say when you are with disabled people.

____ 20. Disabled people are often grouchy.

*H.E. Yuker, J.R. Block, and W.J. Campbell, "A Scale to Measure Attitudes Toward Disabled Persons" (Albertson, N.Y.: Human Resources Center, Division of Abilities Inc., 1960). Reprinted by permission of the publisher.

A Factor Analysis of Attitudes Toward the Aged *

In this study we want to see what the term "old person" means to you. You will judge the term "old person" against a series of descriptive words. In this test you will find sets of words accompanied by a scale.

Here is how you are to use these scales.

If you feel that most older persons are *very well* described by the word on the *left* side, you should place a check-mark as follows:

fair __x__: _____: _____: _____: _____: _____: _____: unfair

Or, if you feel that most older persons are well described by the word on the *right* side, you should place your check-mark as follows:

fair _____: _____: _____: _____: _____: _____: __x__: unfair

If you feel that most older persons are *quite well* (but not extremely well) described by the word on the left or the right side, you should place your check-mark as follows:

dirty _____: __x__: _____: _____: _____: _____: _____: clean

Or dirty _____: _____: _____: _____: _____: __x__: _____: clean

If the word on the left or right seems to describe older persons only *slightly* well (but is not really neutral), then you should place your check-mark as follows:

smart _____: _____: __x__: _____: _____: _____: _____: stupid

Or smart _____: _____: _____: _____: __x__: _____: _____: stupid

If you consider the words to be neutral; that is, both sides equally describe the term "older persons", or if you feel that the words are completely irrelevant and unrelated to the term "older persons", then you should place your check-mark in the middle space:

dangerous _____: _____: _____: __x__: _____: _____: _____: safe

Where you place your check-mark, of course, depends upon which of the two ends *you* think best describes the term "older persons". For instance, you might have wished to place the check-marks on this example in a different position from that in which they actually appear.

*Howard Rosencranz, Ph.D., Director, Program in Gerontolgy, University of Connecticut, Storrs, Connecticut. Reprinted by permission of author.

IMPORTANT:

(1) Place your check-marks in the middle of spaces, not on the boundaries:

THIS NOT THIS
_____: _____: __x__: _____: x_____: _____: _____:

(2) Be sure to check every scale--do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you have had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impression, the immediate "feeling" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

Operation Head Start Worker's Attitude Scale *

The following statements have no right or wrong answers. All that is required is that you give your honest reaction to each question. After reading each statement, simply check (√) the alternative that indicates your own opinion. After reading each statement, make one of the following five choices:

Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. I would enjoy working with poor people to help them better their lives.	_____	_____	_____	_____	_____
2. Poor people tend to behave in childish ways.	_____	_____	_____	_____	_____
3. Poverty is largely a function of bad luck, injustice, or discrimination.	_____	_____	_____	_____	_____
4. I would be embarrassed to introduce a poor person to my friends.	_____	_____	_____	_____	_____
5. Poor people are less trustworthy than people with more money.	_____	_____	_____	_____	_____
6. In general, poor people lack intelligence.	_____	_____	_____	_____	_____
7. The city, state, and federal government should do all it can in trying to help poor people better their lives.	_____	_____	_____	_____	_____
8. Poor people tend to be as interested in their children as are people with more money.	_____	_____	_____	_____	_____
9. Violent behavior characterizes the poor.	_____	_____	_____	_____	_____
10. Most poor people do not know what they want out of life.	_____	_____	_____	_____	_____

* Elizabeth Harris and Marjorie Stith. "Opinions and Attitudes of Head Start Trainees Toward Poverty and Prejudice" (Manhattan: Kansas State University, 1971). ERIC ED 055-652. Reprinted by permission of the publisher.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
11. Poor people deserve as much consideration and respect as anyone else.	____	____	____	____	____
12. Most poor people are poor because they are lazy.	____	____	____	____	____
13. It's hard for an able-bodied man to respect himself if he doesn't work.	____	____	____	____	____
14. Immoral practices are much more common among the poor.	____	____	____	____	____
15. We should try to help only those who appreciate our help.	____	____	____	____	____
16. Just about every type of personality can be found among the poor.	____	____	____	____	____
17. Poverty is a sign of failure in life.	____	____	____	____	____
18. Poverty is quite often due to lack of self-control, willpower, or the desire to get ahead.	____	____	____	____	____
19. Poor people would improve themselves if they were given additional opportunities.	____	____	____	____	____
20. How much money a person makes is usually a good indicator of his character.	____	____	____	____	____
21. There is little that can be done to help the poor to better themselves short of taking care of them or giving them money.	____	____	____	____	____
22. Most poor people are willing to work hard if given the opportunity.	____	____	____	____	____
23. In general, the behavior of poor people tends to be erratic and unpredictable.	____	____	____	____	____
24. Poor people don't care how they look.	____	____	____	____	____

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
25. It is the responsibility of people who are well-off to help poor people better themselves.	____	____	____	____	____
26. Poor people tend to be loud, vulgar and impolite.	____	____	____	____	____
27. Poor people will take advantage of you if you give them the opportunity.	____	____	____	____	____
28. It would be all right with me to have a poor person as a close friend.	____	____	____	____	____
29. Poor people are inherently different from people who have more money.	____	____	____	____	____
30. Poor people should have something to say about how the government spends money to help them.	____	____	____	____	____

Suggested Orientation Workshop Session*

Personal Introduction

You are an "Other" to the person(s) sitting next to you. This is the most basic form of society and the most elemental kind of human relation. But is it also the source of most prejudice and discrimination, depending on the way the "Other" is regarded and treated. For this reason it is important for each of the participants in this seminar to get to know one another as well as possible. Therefore, we request that each person respond openly to the following questions:

1. Name
2. Childhood
3. Childhood Economic Situation: How did you feel about people who had more/less than you?
4. Family relations: Were boys and girls, men and women treated with like respect and offered the same opportunities and privileges in your home?
5. Extent of your experience with ethnic and minority groups and degree of prejudice.
6. Educational background: Has your education helped you to overcome your own prejudiced attitudes.
7. How has your present closest relationship (mate, friend, relative) affected your attitudes toward other races, minority group members, members of the opposite sex and people of different statuses?
8. Describe an experience you have had with some ethnic or minority group or individual which forced you to face your own prejudices. How did you resolve the conflict? Do you still feel prejudice against that race or individual? Do you think you would be better prepared in a similar situation? Why? What do you think is the real source of your feelings toward that person or group? Do you think it can ever be overcome?

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* Used in Human Relations Seminar: The Roots of Prejudice (Green Bay: University of Wisconsin-Green Bay, 1974). Reprinted by permission of UW-Green Bay. A complete manual has been developed for the Seminar which may be obtained from UW-Green Bay.

The Distorted Image *

Discussion Topics:

I. How would you respond to any of the following statements?

1. All Italians are gangsters.
2. Jewish people are inherently greedy.
3. Blacks are congenital liars and thieves.
4. Mexicans are lazy.
5. The Germans are a warlike race.
6. Polish people are dumb.
7. The Chinese are addicted to opium.
8. All Indians are illiterate.
9. Irishmen are politically ambitious and corrupt.
10. White Southerners are all bigots.
11. All females are emotional and irrational.
12. All males are dominating and insensitive.

Do you think any of these stereotypes adequately reflect the true qualities of the race, nationality or sex? What are such stereotypes based on?

II. How do these stereotypes hold today? Which ones do? What are some new ones we could add? Are there any you may tend to hold until proven otherwise? Which ones would fit for you? Which don't?

Alternative: Read these to the group as open ended statements and have members complete.

Example: All Italians are . . . .

What might have been concerns of the cartoonists?

III. Match all the characteristics from B with each group in A which are normally applied. You may use as many choices from B as you feel apply to the particular group listed under A (or match those items you feel comfortable in associating with each group):

*A slide/tape, "The Distorted Image" is available at the University of Wisconsin-Green Bay.

A

White
Black
Yellow
Italian
Jewish
Mexican
Indian
German
Irish
Russian
American
Males
Females

B

1 inferior
2 cultured
3 aggressive
4 lazy
5 ambitious
6 democratic
7 energetic
8 sneaky
9 intelligent
10 athletic
11 greedy
12 clannish
13 musical

Compare and discuss your choices with the other members of the seminar. What would you conclude from this exercise?

IV. The Declaration of Independence states: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are Life, Liberty, and the pursuit of Happiness."

What do you think is meant by "equal"? Would you agree that equality is a "natural" right? Or would you say it is a social, religious or political ideal we have been taught to believe in? Does the Declaration of Independence mean only men, not women?

(A) To which of the relationships on the left would you be willing to admit the groups on the right? Place any of the numbers 1 to 9 beside the group:

Relationships

1 Close kinship by marriage
2 Social club as my personal friend
3 My next door neighbor
4 Employment in my business or profession
5 Citizenship in my country
6 Visitor only to my country
7 Exclude altogether from my country
8 Member of my church
9 No relationship at all
10 As a mate/lover
11 My adopted child or children

Groups

English
Black
French
Jewish
Irish
German
Spanish
Italian
Scottish
Mexican
Japanese
Chinese
Eygptian
Arabian
Russian
Polish
Indian

Discuss your selections with the members of the seminar. Are there any races or minority groups with whom you would have no relations whatsoever?

(B) Which of the following relationships at right would you assign to the person of the sex indicated at left? Place any of the numbers 1 to 15 beside the person.

Sex	Relationship
A Woman	1) Your boss
	2) The breadwinner in your home
	3) Your physician
	4) Your banker
	5) Your nurse
	6) The teacher of your elementary school child
A Man	7) Your congressional representative
	8) Your auto mechanic
	9) Your pastor or priest
	10) Your airline pilot
	11) Your lawyer
	12) Your parent (If you could only have one)
	13) The caretaker of your home
	14) The person who takes care of your child/children

5. Shared Power and Decision-Making

Wisconsin Department of Public Instruction
State Superintendent's Advisory Task Force on Freedom for Individual Development
Sex Role Stereotyping Sub-Task Force

SEX ROLE STEREOTYPING IN THE SCHOOLS: AN ANNOTATED BIBLIOGRAPHY AND ADDITIONAL RESOURCES

by

Barbara Roberts
Sixth Grade Teacher, Horace Mann Middle School
Wausau Public Schools

A wide variety of resources is listed here as an aid to local school districts in further investigating sex role stereotyping, although the list is not exhaustive and new pieces are coming out constantly. This list does not include many excellent articles in the professional education journals.

The Department of Public Instruction may have some of the items listed available on loan.

This bibliography is grouped for convenience as listed below.

Sections

1. Sex Role Stereotyping in Society

2. Sex Role Stereotyping in Schools
    A. Books, Articles and Reports
    B. Studies by State Departments of Education and School Districts

3. Guidelines for Instructional Materials

4. Guidelines for Curriculum Development

5. Materials for Student Use in Classroom

6. Women's Studies Courses for High School Students

7. Counseling and Guidance Materials

8. Materials for In-Service Programs

9. Audio-visual Materials
    A. For Primary Students
    B. For Junior High and High School Students
    C. For In-Service Programs

10. Speakers, Panelists and Resource People

11. Useful Addresses

1. SEX ROLE STEREOTYPING IN SOCIETY

Amundsen, Kirsten. *The Silenced Majority: Women and American Democracy*. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1971.
Amundsen, a political scientist, deals with society and the institutions that perpetuate the myths that are prevalent in our society. The contradiction between democratic idealism and sex role stereotyping is studied. The last chapter discusses the future for a liberated society.

Brenton, Myron. *The American Male*. New York: Coward-McCann, Inc, 1966.
Chapter headings include: "The Male in Crisis," "The Masculinity Trap," "Notes on the 'Feminization' of Society," "Back to the Good Old Days," "The Patriarchal Myth," "The Paradox of the Contemporary American Father," "Potency and the Sexual Revolution" and "New Ways to Manliness."

Farrell, Warren. *The Liberated Man: Beyond Masculinity: Freeing Men and Their Relationships with Women*. New York: Random House, 1974.
Farrell's thesis is that the "masculine" stereotyping is as much a burden to males as "feminine" stereotyping is to females.

Friedan, Betty. *The Feminine Mystique*. New York: W. W. Norton and Company, Inc., 1963.
This classic of the 60's is said to be the catalyst for the new feminist movement. The myth, or mystique, that woman's place is in the home as the passive, dependent wife and mother, has been responsible for undermining the potential for women, has stopped their growth, has kept them from realizing their mature identity is Friedan's thesis. Her study of American society is thorough. She opens up the myth for a clinical inspection and suggests ways women and society can overcome the problems.

Greene, Thayer A. *Modern Man in Search of Manhood*. New York: Association Press, 1967.
This book is written about men roughly between the ages of eighteen and thirty who are trying to find meaning and direction in their lives, but it pertains to all persons. Greene explores the attributes of men and what is masculinity. It is similar to Friedan's *The Feminine Mystique* in that it questions masculine identity and society's limitations.

Herschberger, Ruth. *Adam's Rib*. New York: Harper & Row, Publishers, Inc., 1970. (paperback)
This book, first published in 1948, analyzes some of the anti-feminine, sex role stereotyping that was, and still is, passed off as scientific.

Janeway, Elizabeth. Man's World, Woman's Place. New York; Wm. Morrow and Co., 1971. (Dell publisher of paperback) Janeway examines the cliche, "Woman's place is in the home," why it is so strong, and what happens to the social organization when some part of a mythological pattern is transformed.

Maccoby, Eleanor, and Carol Jacklin. The Psychology of Sex Differences. Palo Alto: Stanford University Press, 1974. This study outlines the research findings of the last ten years on how sex differentiation appears, or occasionally disappears, in the course of the life cycle. The topics covered are behavioral in nature, covering intellect and achievement, social behavior, and the origins of psychological sex differences.

Stoll, Clarice Stasz, (ed.). Sexism: Scientific Debates. Reading, Mass.: Palo Alto: Addison-Wesley Publising Company, 1973. This anthology exploring the sociology of sex roles examines what the labels "female" and "male" mean for the individual and the effects these distinctions have on societies.

Unbecoming Men. Times Change Press, Penwell Road, Washington, New Jersey 07882. $1.35. This booklet was written by a group of men about the socialization of boys. It should help in understanding how they are reared to be men in our American society.

2. SEX ROLE STEREOTYPING IN SCHOOLS

A. BOOKS ARTICLES, AND REPORTS

American Association of School Administrators. Sex Equality in School. Volume V. AASA Executive Handbook Series. (April 1975). Order from AASA, 1801 North Moore Street, Arlington, VA 22209. This report from the AASA Advisory Commission on Sex Equality in Education deals with organizational procedures in the school which tend to channel girls and boys into different programs.

Association of American Colleges. What Constitutes Equality for Women in Sport?...Federal Law Puts Women in the Running. Prepared by the Project on the Status of Education of Women, Association of American Colleges, 1818 R Street, N.W., Washington DC 20009. This report is on the effect of Federal laws on sports.

Bereaus, Susan, et al. (eds.). And Jill Came Tumbling After: Sexism in American Education. New York: Dell Publishing Co., Inc., 1974. (paperback) An anthology of essays on sexism in American education from preschool to the university. It includes a very thorough introduction to the subject of the restrictive nature of sex role stereotyping. 461 pp.

Center for Law and Education. *Inequality in Education: Sex Discrimination*, Number 18. Cambridge: Harvard University, (October 1974).
Order from Center for Law and Education, Harvard University, Larsen Hall, 14 Appian Way, Cambridge MA 02137. Back Issues $1.50 each.
The Center is primarily concerned with the legal issues. The articles are on "Sexism in Public Education: Litigation Issues", "Sex Discrimination Against Students: Implications of Title IX of the Education Amendments of 1972," "Chapter 622: One State's Mandate," "Kalamazoo: A Model for Change," and "Judicial Standards for Determining Sex Discrimination."

Colloquy, Vol. 6 No. 9 (November 1973), United Church Press.
Order from Circulation Department, 1505 Race Street, Philadelphia PA 19102. Single copy 60¢.
The entire issue of the magazine is about sex role stereotyping in school and society. The articles cover all areas including tools to evaluate your schools.

Committee to Eliminate Sex Discrimination in the Public Schools and The Discrimination in Education Committee of the National Organization for Women (Ann Arbor Chapter). *An Action Proposal to Eliminate Sex Discrimination in the Ann Arbor Public Schools*. (March 1972) (Revised summer 1974) 16pp.
Order from Joyce Borkin, Ann Arbor NOW, 1546 Packard, Ann Arbor, Michigan 48104. Price $1.00 each; 25¢ for each additional copy mailed to the same address.
This action proposal came after the study of the Ann Arbor Public School system by Marcia Federbush. (see item below)

Emma Willard Task Force on Education. *Sexism in Education*, Third Edition. (September 25, 1972). Price $3.50 87 pp.
Order from Box 14229, Minneapolis MN 55414.
This compilation of materials relating to sexism in education includes articles examining the problems, proposals for change, classroom materials, and resource lists and an extensive bibliography.

Federbush, Marcia. *Let Them Aspire: A Plea and Proposal for Equality of Opportunity for Males and Females in the Ann Arbor Public Schools*. 1971.
Order from Marcia Federbush, 1000 Cedar Bend Drive, Ann Arbor MI 48105, or from KNOW, Inc. price $2.00.
This is a thorough study of Ann Arbor's public school system documenting sexist practices and recommending changes.

Frazier, Nancy, and Myra Sadker. *Sexism in School and Society*. New York: Harper & Row, Publishers, Inc., 1973. (paperback)
This book is part of a series called "Critical Issues in Education." The focus is on sexism, why it is harmful, the possibility of change, and how educators can effect changes in attitude for themselves and the students.

Gander, Mary J. Feminine & Masculine Role Stereotyping in Physical Education & Competitive Sports. 1974. Produced by the University of Wisconsin-Extension, Center for Extension Programs in Education, Room 228, 610 Langdon Street, Madison WI 53706. Price $2.00.
The developmental aspects of the sexes and sex roles, both physically and socially, are analyzed. Physical education programs in the elementary, junior and senior high schools are discussed with suggestions for equalizing such programs.

Gersoni-Stavn, Diane. (compiled by). Sexism and Youth. New York & London: R. R. Bowker Company, 1974.
This anthology provides in one convenient source major analytical essays, personal reminiscences, community studies, government reports, and resource lists. It includes analysis of children's literature, films, toys and games-areas that tend to reinforce sex role stereotyping.

"Girls--and What They Want From School Sports." American School Board Journal, Vol. 162, No. 6 (June 1975). American School Board Journal, 800 State Street, National Bank Plaza, Evanston, IL 60201.

MacEwan, Phyllis Taube. Liberating Young Children from Sex Roles. Somerville MA: New England Free Press, 1972. 22 pp. Order from New England Free Press, 60 Union Square, Somerville MA 02143. Price 30¢.
This booklet deals with the pre-school child and illustrates ways in which nursery school and day-care personnel can aid in eliminating sex role stereotyping from their programs.

National Education Association. Nonsexist Education for Survival. Washington DC: NEA, 1973. 30 pp.
Order from NEA, 1201 Sixteenth Street, N.W. 20036.
A collection of addresses, essays, lectures analyzing sexism in schools.

National Education Association. Sex Role Stereotyping in the Schools. Washington DC: NEA, 1973. (paperback) 65 pp.
A collection of articles on sex role socialization in schools including guidance, athletics, curriculum, classroom practices, and changing the school environment. The latter has some pertinent suggestions on ways to change.

Phi Delta Kappan. Vol. LV No 2. (October 1973) Order from Phi Delta Kappa, Inc., 8th and Union, Bloomington IN 47401. Price for single copy $1.00.
This special issue is devoted to the subject of sexism and the educational implications.

"School Girls." American School Board Journal, Vol. 160, No 9 (September 1973).

"Trouble Ahead if You Discriminate in Sports," *American School Board Journal*, Vol. 160, No 9 (September 1973).

University of Wisconsin-Extension. *Sex Typing in the Schools*. A transcription of a six-session, noncredit course offered in Madison and statewide on the Educational Telephone Network; February 14, 28, March 14, 28, April 11, 25, 1973. Order from University of Wisconsin-Extension. (see address above under Gander).
Subjects include sex typing in elementary and secondary schools, consequences of sex role stereotyping in physical education, interscholastic sports, health education, literature, history, mathematics, counseling and guidance, and what is being done in Madison schools.

University of Wisconsin-Extension. *Growing Up Liberated*. Transcription of four-session noncredit course offered in Madison and statewide on the Educational Telephone Network. Order from Women's Education Resources, 428 Lowell Hall, 610 Langdon St., Madison, WI 53706. Price $2.00.
Two of the sessions deal entirely with the experiences of teachers and students at all grade levels.

Today's Education, Vol. 61, No 9 (December 1972). National Education Association, 20-31. Reprints available from Shirley McCune, Center for Human Relations, NEA. (see address above).
These series of articles cover sex role stereotyping and the elementary school, the teacher, administrator, legal remedies, and feminist studies in high school, plus a bibliography.

"What the New Anti-Sex Bias Rules Mean For Schools." *American School Board Journal*, Vol. 161, No 8 (August 1974).

B. STUDIES BY STATE DEPARTMENTS OF EDUCATION AND SCHOOL DISTRICTS

The Citizen's Advisory Committee on Educational Opportunities for Girls and Boys. *Sex Inequality in Lexington's Schools*. (January 1975) 62 pp.
Order from Mr. Richard H. Barnes, Lexington Public Schools, 1557 Massachusetts Ave., Lexington MA 02173 price $2.00.
This report is an example of work done by an advisory committee appointed by a school district to ascertain and to report on what differences exist between the educational services and opportunities and experiences offered to girls and boys.
The committee studied the professional staffing patterns, physical education and extracurricular sports, practical arts in the junior and senior high schools, instructional materials, curriculum development and counseling and guidance. It includes recommendations for change.

Pennsylvania Department of Education. *Images of Women.* (November 1973). 40 pp.
The non-sexist materials listed in this report are divided into subject areas; biography, careers, fiction, history, etc.

Pennsylvania Department of Education. *Sexism in Education.* A report of the task force composed of representatives of the Pennsylvania Department of Education, Pennsylvanians for Women's Rights and the Pennsylvania Human Relations Commission. (1972).

Pennsylvanians for Women's Rights. *Self-Study Guide to Sexism in Schools.* (1973).
A guide for those who want to know where to start in eradicating sexism from their schools. A model organizing tool for community and statewide groups.
The above three may be ordered from Jeanne Boydston, Deputy Secretary's Office, Pennsylvania Department of Education, Box 911, Harrisburg PA 17126.

State of Minnesota Department of Education. *A Model to Eliminate Racism and Sexism in Education Through the Selection, Revision and Development of the Instructional System.* (June 23, 1975) 78 pp. Order from Minnesota Department of Education, Capitol Square, 550 Cedar Street, St. Paul MN 55101.

3. GUIDELINES FOR INSTRUCTIONAL MATERIALS

The Acorn Groweth, Newsletter on Sexism in Library Materials for Children.
Order from Janet Dellaria, Northbrook Public Library, 1201 Cedar Lane, Northbrook IL 60062. Price $1.00 per year.

Adell, Judith and Hilary Dole Klein, compilers. *A Guide to Non-Sexist Children's Books*, Chicago, IL: Academy Press Ltd., 1976. Academy Press Limited, 176 West Adams Street Chicago, IL. $3.95 Paperback, $7.95 Hardcover. The more than 400 titles are divided into categories from preschool through high school. Each entry is thoroughly annotated.

Burr, Elizabeth, Susan Dunn and Norma Farquhar. *Equal Treatment of the Sexes in Social Studies Testbooks.* 50¢, 12709 Dewey Street, L.A. 90066. A 9-page photo-offset article describing needed reforms.

Czaplinski, Suzanne M. Sexism in Award-Winning Picture Books.
Pittsburgh, PA: KNOW, Inc., 1972.
Order from KNOW, Inc., P.O. Box 86031, Pittsburgh, PA 15221
109 pp. Price $2.00
A study of children's picture books, including statistical data with procedures used to assess the books for sexism.

Feminists on Children's Media. Little Miss Muffet Fights Back
1975. (Paper) 64 pp.
Revised edition available through Feminist Book Mart, 41-17 150 Street, Flushing N.Y. 11355. Price $1.00
A recommended list of nonsexist books for young readers.

Gudinas, Ruth A. and Sherrie Kroske-Akinsanya. (Compiled by)
Breaking Through Barriers in Words and Pictures: A Handbook for Teachers on Biases in Instructional Materials.
Madison: Madison Public Schools, (1974).
Order from Department of Human Relations, Madison Public Schools, Madison, WI 53706. Price $3.00
This handbook will aid educators in increasing their awareness of the overt and covert ways used by publishers to stereotype groups, and provide them with ways to analyze instructional materials in order to compare selections so they may choose those which are least stereotyped.

Guidelines for Creating Positive Sexual and Racial Images in Educational Materials.
New York: Macmillan Publishing Co., Inc., 1975.
Order from Macmillan Publishing Co., Inc., 866 Third Ave., New York, N.Y. 10022.
A broad set of guidelines that covers content generally and subject areas.
Very clear definition of terms.

Guidelines for Equal Treatment of the Sexes.
New York: McGraw-Hill Book Co., 1974.
Order from McGraw-Hill Book Co., 1221 Avenue of the Americas, New York, N.Y. 10020.
These guidelines include many examples of language that is sexist and how it should be changed so that both men and women are treated with the same respect, dignity, and seriousness.

Guidelines for Improving the Image of Women in Textbooks.
Glenview, Ill.: 1972 Scott, Foresman and Company.
Order from Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, Ill. 60025
These guidelines define sexism and give examples of language changes needed so women are not demeaned or stereotyped in interests, traits, and capabilities.

Guidelines for the Development of Elementary and Secondary Instructional Materials.
New York: Holt, Rinehart and Winston, 1975.
These guidelines recommend that instructional materials be free as possible from bias, stereotypes, and career-role restriction, with suggestions on how to do that.

Hart, Lois B. A Feminist Looks at Educational Software Materials.
Amherst, MA: Continuing Education Press. Distributed by Everywoman's Center, Munson Hall, University of Massachusetts, Amherst, MA 01002.
Eleven companies that sell audio-visuals are ranked according to five criteria: how may women biographies and who were these women, how many women in 'Community Helpers' units, vocational guidance materials stereotyped, materials dealing with the women's movement past and present, roles in family life series portrayed for high school students.

Loercher, Donna. Girls and Boys...Together. 1974 27 pp.
Order from The Feminist Book Mart, 162-11 Ninth Avenue, Whitestone, N.Y. 11357. A bibliography/catalog of non-sexist children's literature.

Macleod, Jennifer S., and Sandra T. Silverman. 'You Won't Do' What Textbooks on U.S. Government Teach High School Girls.
Pittsburgh, PA: KNOW, Inc., 1973. P.O. Box 86031, Pittsburgh, PA 15221. Price $2.25 104 pp.
An excellent study including data on textbooks being used now, recommendations for using sexist textbooks, and an annotated source list of 150+ studies and remedies.

Osen, Lynn M. The Feminine Math-tique. Pittsburgh, PA: KNOW, Inc. 1971. (Paperback)
(Order from address above) 13pp. Price 70¢
The "Math-tique" that mathematics in its various guises is a male domain is opened for examination in this study.

The Resource Center on Sex Roles in Education. Biased Textbooks.
1975 $1 from the Center, 1156 15th St. N.W., Washington, D.C. 20005.
Includes two papers, one a research perspective by Lenore Weitzman, the other by Diane Rizzo, "Images of Males and Females in Elementary School Textbooks in Five Subject Areas", and suggestions for action by the Center.

Sex Equality in Educational Materials, Vol. IV AASA Executive Handbook Series: 1975. American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 18 pp.
This handbook states the problem and gives suggestions on solutions, including 'neutralizing' sexist materials. There is a bibliography.

Women on Words and Images. *Dick and Jane as Victims: Sex Stereotyping in Children's Readers*. Princeton, NJ. 1972.
Order from P.O. Box 2163. 58 pp.
A study of 134 school readers from sixteen different publishers which shows a pattern of sexism. Includes a slide presentation based on the study available for rental fee of $35.00.

4. GUIDELINES FOR CURRICULUM DEVELOPMENT

Ahlum, Carol, and Jacqueline M. Fralley (eds). *Feminist Resources for Schools and Colleges: A Guide to Curricular Materials*.
Available from the Clearinghouse for Women's Studies, The Feminist Press, Box 334, Old Westbury NY 11568. Price $1.00 20 pp.
Over 500 sources of feminist materials listed, including printed and audio-visuals and games.

American Federation of Teachers. *Women in Education: Changing Sexist Practices in the Classroom*. 1974. (Item #600)
Order from American Federation of Teachers, AFL-CIO, 1012 14th Street, N.W., Washington DC 20005. Price $1.50 - ten or more copies for $1.00 each. 75 pp.
Includes reprints divided into three sections: "Why Sexist Practices Should Be Changed," "Methods You Can Use In Your Classroom," and "Some Suggested Materials."

Johnson, Laurie Olsen, (ed). *Nonsexist Curricular Materials for Elementary Schools*. (unbound)
Order from The Clearinghouse on Women's Studies, The Feminist Press, Box 334, Old Westbury NY 11568. Price $5.00.
A packet of materials that classroom teachers may use for the teacher and the students - includes an introduction on the need for nonsexist materials and lessons.

Today's Changing Roles: An Approach to Non-Sexist Teaching.
Developed by Educational Challenges, Inc. for Resource Center on Sex Roles in Education The National Foundation for the Improvement of Education: 1974.
Order from The National Foundation for the Improvement of Education, Suite 918, 1156 Fifteenth St., N.W., Washington DC 20005. Price $3.00 (paper)
This teacher's guide covers elementary, intermediate, and secondary curriculum and explores sex role stereotyping, clarifying and understanding the meaning of sex role stereotyping.

5. MATERIALS FOR STUDENT USE IN CLASSROOM

The American Heritage School Dictionary. New York: American Heritage Publishing Co., Inc., 1974.
A non-sexist dictionary for junior and senior high students.

Hecht, Marie B., et al. The Women, Yes! New York: Holt, Rinehart and Winston/Rinehart Press, 1973. (paperback) 226 pp. The four parts are: "What Is A Woman?" - a broad look at the different opinions through the ages about women; "From Then to Now" - which starts with Abigail Adams and ends with the Equal Rights Amendment; "The Looking Glass" - the portrait of women in literature; "Now Sisters..." - what is going on now. It includes some challenging discussion topics and suggested activities. High School.

Johnston, Johanna. Women Themselves. New York: Dodd, Meade & Company. 1973. 126 pp. Intermediate level text - contains stories of some American women who were determined to use all their talents. It is simply written, colorful in its portrayal of such women as Anna Hutchinson, Anne Bradstreet, Elizabeth Blackwell, Emma Willard, Elizabeth Stanton, etc.

Judd, Barbara and Daniel Josephs. Women in the United States. Glenview IL: Scott, Foresman and Company, 1975. (paper) 192 pp. For high school students - part of a series of readings in American History. This is a wide-ranged look at women in the society of the United States from the past to the present. At the end of each chpater is a thought provoking question for discussion.

Merrick, Toni. The American Woman: Her Image and Her Roles. Xerox Corporation, 1972. (paper) 63 pp. 245 Long Hill Road, Middleton CT 06457. This is part of the Social Studies Unit books. The areas covered are: "19th Century Woman--Her Office and Her Place," "Women Today--The Public Images," "Women Today--The Private Images," "Male and Female in Other Societies," "Sex Role Socialization--The Motive to Avoid Success," "The Male Stereotype--Can a Man Be a Housekeeper?," "New Man, New Women--Roles on a New Planet." After each section there are questions for thought and discussion. Junior high and high school level on up.

Stevenson, Janet. Women's Rights. New York: Franklin Watts, Inc., 1972. 90 pp. A history of the times and the women who worked for rights for women. The book includes biographical sketches with pictures and historical sketches which tie the women portrayed into the events of the time. Intermediate level.

6. WOMEN'S STUDIES COURSES FOR HIGH SCHOOL STUDENTS

History of American Women, 1 semester (history and sociology)
Jeanne du Bois
Middleton High School
7400 North Ave., Middleton, WI 53562
Single copy no charge

Patterns of Human Behavior, 1 semester (sociology)
Unit: Sex Role Stereotyping
E. J. Bakalars
Nicolet High School
6701 N. Jean Nicolet Rd.
Glendale, WI 53217
Single copy no charge

Woman in American Culture, 1 semester (interdisciplinary)
Johanna Wahl and Virginia Metzdorf
Chippewa Falls High School
Carroll St., Chippewa Falls, WI 54729
Single copy - 50¢

High School Feminist Studies
Edited by Carol Ahlum and Jacqueline Fralley
Course outlines and valuable teaching tips - 256 pages $5
S.U.N.Y./College at Old Westbury
Box 334
Old Westbury, N.Y. 11568

Feminist Resources for Schools and Colleges:
A Guide to Curricular Materials
Edited by Carol Ahlum and Jacqueline Fralley
20 pages - $1
The Feminist Press (same address as above)

7. COUNSELING AND GUIDANCE MATERIALS

DeCrow, Karen. *The Young Woman's Guide to Liberation*. Indianapolis: Bobbs-Merrill Company, Inc., 1971.
This book includes what girls are taught in school and society about being women, the sources of "brainwashing," consequences, and the changes coming.

Diamond, Esther E., (ed.). *Issues of Sex Bias and Sex Fairness in Career Interest Measurement*. Government Printing, 1974.
Order from the Career Educational Program National Institute of Education, Washington DC 20208.

Handbook for Workshop on Sex Equality in Education. American Personnel and Guidance Association: winter 1975-76.
Order from Ms. Mary Ellen Verheyden-Hilliard, Director, Sex Equality in Guidance Opportunities, 1607 New Hampshire Avenue, N.W., Washington DC 20009.

Resources for Counselors, Teachers and Administrators. American Personnel and Guidance Association: second edition available in fall 1975. (see above address)

An Annotated List of Resources for Counselors to Use in Promoting the Development of Girls and Women. Prepared for Wisconsin's School Counselors by Dr. Patricia Wolleat and Joan Daniels-Pedro. 12 pp.
Order from Pupil Services Section, Department of Public Instruction, 126 Langdon Street, Madison, WI 53702.
This bibliography contains information about resources for background readings, handbooks, guides, games, films, and other audio-visuals, resources for students and women's centers and organizations.

Komisar, Lucy. The New Feminism. New York: Warner Books, Inc., 1972. (paperback)
This is a factual primer on the women's movement for teenagers. The author explores many popular myths, the historical and present day role of women in society and the conscious and unconscious discrimination. Girls struggling with identity problems--and career/homemaking dilemmas might find this book helpful.

Wisconsin Apprenticeship Notebook. Wisconsin Department of Industry, Labor and Human Relations, Division of Apprenticeship and Training, P.O. Box 2209, Madison, WI 53701. No charge.
Shows men and women working equally in non-traditional occupations.

Women and Educational Testing: A Select Review of the Research Literature and Testing Practices. $4 price. Order from Publication Order Office, Educational Testing Service, Princeton, NJ 08540.

8. MATERIALS FOR IN-SERVICE PROGRAMS

American Association of University Women. Liberating Our Children, Ourselves. Order from AAUW Sales Office, 2401 Virginia Ave., N.W., Washington DC 20037. Price $1.50.
A handbook of Women's Studies course materials that would be useful for colleges and teacher training institutions to use for workshops, classes, and in-service.

NEA Edu-pak on Sex Role Stereotyping. National Education Association, 1201 Sixteenth Street, N.W., Washington DC 20036. 1974.
Order from NEA Order Department, The Academic Bldg., Saw Mill Road, West Haven CT 16516. Price $79.25 NEA member discount $66.
Contains the following: Books; Sex Role Stereotyping in the Schools, Non-Sexist Education for Survival, Today's Changing Roles: An Approach to Non-Sexist Teaching: Other printed items; Consciousness Razors, Sex Role Stereotyping Fact Sheets, Status of Women Faculty and Administrators: Audio-visual items; "The Labels and Reinforcement of Sex Role

Stereotyping" - a two part color and sound filmstrip for students, in-service and pre-service for teachers and community involvement programs; "Cinderella is Dead" - filmstrip and tape on discrimination, and three tapes on sexism, racism and classism. Discussion guides for tapes and filmstrips.

Women's Studies for Teachers and Administrators: A Packet of Inservice Education Materials. edited by Merle Froschl and Florence Howe and Sharen Kaylen. Order from the The Feminist Press, Box 334, Old Westbury, NY 11568. Price $10.00 (unbound) 44 pp. plus cassette. Available in the fall 1975.
Provides materials for organizing inservice education aimed at eliminating sexism in the school. There are two basic goals: to help a school district start an inservice course on sexism in education and to show the potential of such a course in developing a far-reaching women's studies inservice program.

9. AUDIO-VISUAL MATERIALS FOR USE IN ELIMINATING SEX ROLE STEREOTYPING

by

Constance Threinen
Specialist, Women's Education Resources
University of Wisconsin-Extension

(This listing is arranged so that it can be photocopied, then cut and pasted on index cards.)
Key: r=rental price, s=sale price. m=minutes

A. For Primary Students

FREE TO BE
Color Film, Record also
Songs for and about children who challenge sex roles
by Marlo Thomas and friends

Record available in stores
Also from Ms. Record, Dep't R
370 Lexington Avenue
New York, N.Y. 10017

WOMEN IN NON-TRADITIONAL ROLES
Photographs
Set #1: Community Helpers
Set #2: Professional Women etc.
Both sets and other include eight 8½" x 11" photographs. Available for $2.00 a set from:

Feminist Resources for Equal Education
Box 185
Saxonville Station
Framingham, Massachusetts 01701

DICK AND JANE RECEIVE A LESSON IN SEX DISCRIMINATION
Slideshow
Sexism in elementary school readers.

Corrine Perkins
815 Oakcrest Avenue
Iowa City, Iowa 52250

THIS BOOK IS RATED S* (*SEXIST).
Slideshow about sexism in children's literature from preschool books through teenage novels.

r=$15

Fort Worth Education Task Force
Berry Bock
2619 Hartwood Drive
Fort Worth, Texas 76109
(817/921-4980)

SEX ROLE STEREOTYPING IN AWARD-WINNING PICTURE BOOKS.
An analysis of the Caldecott winners, as described in the article by Weitzman et al. listed under "Children's Books." High school.

Slides
r=$35

Lucy Sells
1181 Euclid Avenue
Berkeley, California 94708

SEX-ROLE SOCIALIZATION IN PICTURE BOOKS FOR PRE-SCHOOL CHILDREN.
83 Slides
30-45 Minutes
s=$35

Done by Weitzman, Elchler, & Ho.

Sociologists for Women In Society
c/o Lucy Sells
1181 Euclid
Berkeley, California

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B. For Junior and Senior High School Students

Social Studies

WOMEN'S LIBERATION

Film - Color
23 Minutes - 1972
BAVI #8559 = $9
ABC Media Concepts

Looks at women's movement, Marlene Saunders

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension
Box 2093
Madison, Wisconsin 53701

THE ROLE OF WOMEN IN AMERICAN SOCIETY

10 Films -- 10 Minutes -- 1975
Girls at 12
$330 - s -- $25 = r

EDC Distribution Center
39 Chapel Street
Newton, MA 02160

Devastating picture of socialization process.

BADVERTISING

20 Slides & Script
s= $4.50

Image of women and sex-roles in ads.

Women's Education Resources
University of Wisconsin-Extension
610 Langdon Street
Madison, Wisconsin 53706

STEREOTYPED WOMEN

Cassette - audiotapes
s=$6.95 + .50 postage
Discussion of supports that society provides for maintaining female stereotype by Linda Fedill

#23 (Psychology Today)
Ziff-David Publishing Company
Consumer Service Division
595 Broadway
New York, New York 10012

CHALLENGE TO WOMEN - Audiotape

SOCIAL ROLE AND THE SEARCH FOR IDENTITY

BB 0521.03 48 Minutes $12.00

We have many unnecessary problems which persist today because we can't cope with social changes, says Mirra Komarovsky, Professor of Sociology at Barnard College. She goes on to trace the sociological history of women from 1890 to the present discusses the resolution in the family cycle, and comments on middle-aged women searching for a new self.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd., Los Angeles, California 90019 213/931-1625

CHALLENGE TO WOMEN - Audiotape

PROFILES OF THE VANISHING FATHER

BB 0521.06 47 Minutes $12.00

Dr. Max Lerner, Prof. of American Civilization at Brandeis University, probes the father-son relationship, varying family structures, and predicts that a new leisure society with automation will bring the father back into the family.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

HERE SHE IS! THE MAKING OF MISS AMERICA

Audiotape
BB 4155 54 Minutes $12.00
Actual recordings from past Miss America contests are put together with appropriate commentary. A probing look at one of our more quaint tribal customs. Recorded at the 1970 Miss America Pageant.

Pacifica Foundation-Pacifica Tape Library
Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625.

WORKING - Audiotape
WOMEN IN THE ECONOMY
BC1758.10 30 Minutes $11.00
This program tells of women workers, both as house workers and as members of the wage labor force. The speaker, Lauri Helmbold of San Jose, California, gives a number of sound points and some statistics on the inequalities between men and women based on sex, class and race. She believes that the kind of work women do in the home is the source of social attitudes which exist toward women. Recorded April, 1974.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

BLACK WOMEN - Audiotape
WOMEN'S LIBERATION AND BLACK CIVIL RIGHTS
BC 0981.01 72 Minutes $14.00
Professor of English Lit. at Barnard. Catherine Stimpson, addresses a group of feminists on the tensions that exist between Black women and feminists as people. Her position is drawn from an analysis and understanding of the history of both the Women's Liberation and Black Civil Rights movements. This was a very provocative speech followed by a controversial question and answer period.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

BLACK WOMEN - Audiotape
THE BLACK WOMAN IN AMERICA
BB 3193 51 Minutes $12.00
A lively discussion about four major areas of importance to Black women in America: 1) the role of the Black woman sex vs. race; 2) myths - what is the Black family like; 3) female revolution - influence of the pill; 4) female oppressed/consumer/exploitation "a chicken in every pot and a whore in every house." Participants are Peachie Brooks, Verta Smart Grosvenor, Flo Kennedy, and Elinor Norton. Recorded June, 1968.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

History

WOMEN ON THE MARCH: THE STRUGGLE FOR EQUAL RIGHTS

Film - Black and White
27 Minutes
BAVI #8254 = $18.50 r

Documents rights in 19th and 20th century.

I Suffrage Movement
II Equal rights in other

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension Box 2093
Madison, Wisconsin 53706

WOMEN'S RIGHTS IN THE U.S.

Color Film 27 Minutes
BAVI #8362 = $14.00 r

Surveys conditions and movements which brought about changes in the status of women; frontier, abolition, Civil War, industrialization, suffrage attitudes towards marriage, employment, fashion, and education.

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension Box 2093
Madison, Wisconsin 53706

THE EMERGING WOMAN

Film Black and White
40 Minutes r = $45

Film Images
17 W. 60th Street
New York, N.Y. 10023
212/279-6653

or

Film Images
1034 Lake Street
Oak Park, Ill. 60301 312/386-4826

WOMEN GET THE VOTE
1962, black and white, 27 Minutes
The story of women's fight for suffrage in the United States. High School.

WOMEN ON THE MARCH.
A pictorial history, including newsreel clips, of the women's suffrage movement in Britain. High School.

Contemporary Films/McGraw-Hill
1221 Avenue of the Americas
New York, New York 10021
212/997-6761

BUT THE WOMEN ROSE: VOICES OF WOMEN IN AMERICAN HISTORY

Audiotape.

Volumes 1 and 2. Folkways Records, (#FD-5535, FD 5536. S-$5.95.) Moving statements by women through American history (1700s to the present); script included.

Folkways Records
701 Seventh Avenue
New York, New York 10036

WORKING - Audiotape
WHAT HAVE WOMEN DONE
BC 1992 42 Minutes $12.00
A sound ess:, on the history of working women in the United States which also explores these myths: the housewife doesn't work, women can't be organized, women are docile, and women work for pin money. A fast-moving informative look at the types of work and the social positions achieved by women in America since colonial times. Produced Fall, 1974.
Pacifica Foundation-Pacifica Tape Library
Dept. W741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

Art and Literature

ON BEING A WOMAN - audiotape.
IF THEY HAD A ROOM OF THEIR OWN
BC 1933 56 Minutes $12.00
The sister of Felix Mendelssohn, Fanny, was herself a pianist, singer and composer. Dorothy Wordsworth, sister of William, was a writer. This program explores these two women, with examples of their works and readings of their writings. Spring, 1974
Pacifica Foundations-Pacifica Tape Library
Dept. W741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

WOMEN'S LIBERATION AND THE ARTS
Audiotape BC 0289 66 Minutes $14.00
A panel of women artists and critics discuss whether feminist art exists, exchange ideas on women's liberation in general, and consider how to combine an art career with a family. Kate Millet, Louise Nevelson, Faith Ringold, Grace Raley, Lucy Lippard, Nancy Sprio, Sylvia Stone, Jennifer Licht, and Annette Michaelson. Recorded 3-71.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

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THE IMAGE OF WOMEN IN ART - Arts
Audiotape BC 0981.03 78 Minutes
$15.00
A superb lecture by Dr. Linda Nochlin, prof. of Art History at Bassar and author or Realism. She discusses the image of women in art, women as subjects of art, the nature of the "fallen" woman. Recorded 10-72 in N.Y.C.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019 213/931-1625

AND AIN'T I A WOMAN

200 Years of Feminist Literature
6 color filmstrips with sound - 1974
Sale $120 with disc., $138 with cassette. Historical approach, uses writings of Abigail Adams, M. Fuller, Eliz Cady Stanton, Doris Lessing, Steinen

Bill Ahern
Schloat Production
830 E. Maple Street
Lombard, Illinois 60148 #EE876

SOME WILL BE APPLES

Film - color and black and white clips 15 Minutes 1974, r=$25
Phyllis MacDougal, 1600 W. 22nd St.
Minneapolis, Minnesota 55405
About Zona Gale, Wisconsin author artfully done.

SADIE AND MAUDE - Black Women - Audiotape
BB 5133 36 minutes $12.00
Two young Black women, Jeanette Henderson and Linda Taylor, read the poetry of Black women and discuss the Black liberation movement and its relation to women's liberation.
Recorded 1971. Sensitive language.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

WOMEN IN THE ARTS
Audiotape - the arts
BC 0453.04 29 Minutes $10.00
Novelist and Diarist Anais Nin discusses the development of female consciousness in women's literature from the 18th century to the present.
Recorded 11-71.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, Calif. 90019
213/931-1625

Foreign Language

SEXISM IN FOREIGN LANGUAGE TEXTBOOKS

Slides
$35.00 Rental

WOWI
Dept. H
Box 2163
Princeton, New Jersey 08540

Counseling

HEY, WHAT ABOUT US
s=$200 r=$17
Color Film 15 Minutes 1975
Trigger film, needs follow-up discussion. About those who don't fit male/female stereotypes. Dance Class, Football Game, Boxing, Judo.

Extension Media Center, Univ. of California, Berkeley, California 94720 - and - Far West Lab. for Ed. Res. & Dev., 1855 Folsom Street, San Francisco, California 94103

ANYTHING THEY WANT TO BE

Color Film -- 12 Minutes -- 1975
s = $95 r = $12
Intellectual & Career Development - 10 scenes, trigger film, needs follow-up discussion.

Extension Media Center
University of California
Berkeley, California 94720 -AND-

Far West Lab for Ed. Research & Dev.
1855 Folsom Street
San Francisco, California 94103

I IS FOR IMPORTANT
s = $160 r = $15
Color Film -- 12 Minutes -- 1975
Trigger film, needs follow-up discussion.
On Social Behavior.

Extension Media Center
University of California
Berkeley, California 94720 -AND-

Far West Lab for Ed. Research & Dev.
1855 Folsom Street
San Francisco, California 94103

TAKE THIS WOMAN

Color Film -- 25 Minutes -- 1971 (NBC)
BAVI #9128 - $9.00 Rental -- NBC

Equal employment opportunity shows individual cases.

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension
Box 2093
Madison, Wisconsin 53701 608/262-1644

WOMEN UP THE CAREER LADDER

Film -- 30 Minutes -- 1972
BAVI #9144 = $5.50

A panel of women discuss career problems.

Bureau of Audio-Visual Instruction
University of Wisconsin-Extension
Box 2093, Madison, Wisconsin 53701
608/262-1644

HASSLES AND HANGUPS

Color Film -- 29 Minutes -- 1975
s = $380 r(5 days) = $35

Includes problems related to sex and sex identity emphasis on positive attitudes.

Max Miller
Avanti Films
Motivational Media
8271 Melrose Avenue
Los Angeles, California 90046

GROWING UP FEMALE: AS SEX BECOME ONE

1971 -- 60 Minutes -- r=$70

A fascinating film on the socialization of women through the portrayal of women of six different ages. High School.

Impact Films
144 Bleecker Street
New York, New York 10012

East: 212/674-3375
West: 415/924-1652

MASCULINITY

3 color filmstrips with sound, each 15 minutes - 1974 - 1 color filmstrip - no sound
Sale $80 with discs., $95 with cassettes
Myths & Stereotypes
Biol., physio., & socio-cultural factors impact of women's movement
#EE355

Bill Ahern, Schloat Productions
830 East Maple
Lombard, Illinois 60148
312/629-3161

CINDERELLA IS DEAD

Filmstrip & Record -- $16.00
NEA (385-11504NMB5)

Women in the labor market.
Importance of individual differences, not sex differences.

A CHANCE TO CHOOSE

Filmstrip

Project on Sex Equality in Guidance Opportunities (Janice Birk)

SEGO Project
APGA
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009
202/483-4633

DOCTOR, LAWYER, INDIAN CHIEF?

Slides
r = $35.00

WOWI
Department H
Box 2163
Princeton, New Jersey 08540

CHALLENGE TO WOMEN - Audiotape
THE UNMOTHERED WOMAN

BB 0521.04 - 39 Minutes - $12.00

Ethel M. Albert, Assoc. Professor of Speech at the University of California, Berkeley, examines motherhood, which she suggests involves a whole set of interlocking ideas about human nature.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

OUT OF WED-LOCK - Audiotape
OUT OF WED-LOCK I

BB 4271.01 - 56 Minutes - $12.00

This program examines why the mothers decided to keep their babies, and the medical, childcare and economic problems they faced.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

OUT OF WED-LOCK II
BB 4271.02 - 54 Minutes - $12.00

A discussion of the changes in identity that resulted from pregnancy and motherhood, and the decisions the mothers were forced to make.

Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

Physical Education

ENDURANCE CONDITIONING FOR GIRLS AND WOMEN
Athletic tape-audio - 43 Minutes - AT67
$12.00
C. Harmon Brown, M.D., Chief of Medicine at the Veterans Admin. Hospital in Libermore, CA. and former coach of the Women's Pan-American Games track and field team, discusses techniques of endurance conditioning for women. The difference between these techniques and those used in training men, though not great, can be crucial.

University of California-Extension
Berkeley, California 94720

WEIGHT TRAINING FOR GIRLS AND WOMEN

Audiotape - Athletic - 71 Minutes - AT68 - $12.00
Jack H. Wilmore, Ph.D., Assoc. Prof. in the Dept. of Physical Education at UC, Davis, talks about his research into the effects of weight training and the mechanisms of strength development, which are not well understood. Before, during, and after a ten-week weight, strength, and muscle hypertrophy.
University of California-Extension
Berkeley, California 94720

WHAT RESEARCH TELLS THE COACH: WOMEN IN SPORTS

73 Minutes - AT69 - Audiotape - $12.00
Dr. Brown answers more questions about various conditioning techniques, among them the theory, practice, and variations of interval training; stride length, use of feet, and computerized programs in running training; weight training for women; and the value of the Universal Gym. Other topics are conditioning programs for older women, the need for women coaches with intensive competitive background, and the need to match the training to the sport.
University of California-Extension
Berkeley, California 94720

C. For Inservice Education Programs for Teachers and Administrators

WE ARE WOMAN - Helen Reddy

Film - 1975 - 28 Minutes - color
Sale $375 - r= $35 for 5 days

Strong case for equality for both men and women. tops for most audiences.

Motivational Media
8271 Melrose Avenue
Los Angeles, California 90046

THE PREJUDICE FILM

Color Film - 28 Minutes - Sale $360
r= $35 for 5 days
Many awards. Narrated by David Hartman.

Max Miller/Avanti Films
Motivational Media
8271 Melrose Avenue
Los Angeles, California 90046

BEYOND BLACK & WHITE

Color Film - 28 Minutes - Sale $360
r = $35 for 5 days

Why stereotyping is damaging. Narrated by Eddie Albert.

Max Miller/Avanti Films
Motivational Media
8271 Melrose Avenue
Los Angeles, Claifornia 90046

MEN'S LIVES

Color Film - 44 Minutes - 1975
Sale $500 - r = $59
Josh Hanig & Will Roberts - Documentary on male personality and roles.

New Day Films
Box 315
Franklin Lakes, New Jersey 07417

THE LABELS & REINFORCEMENT OF SEX ROLE STEREOTYPING

2 color filmstrips - 1 record - 1973
$24.50 NEA (385-1150-2NMB5)

Society limits human development via lables. Home, school, community perpetuates stereotypes.

The Baker & Taylor Company
Audio Visual Services Division
P. O. Box 230
Momence, Illinois 60954

ANYTHING YOU WANT TO BE

Film - 16mm, black and white, 8 Minutes
Sale $100 - r = $15 - 1972

Humorously depicts conflicts and absurdities of high school girl's efforts to "become" something.

by Leane Brandon, Boston

New Day Films
267 West 25th Street
New York, New York 10001

PROMISE HER ANYTHING - Audiotape
TRAINING THE WOMAN TO KNOW HER PLACE
BC 0426 - 60 Minutes - $12.00
A lecture about the pervasive effects of sex role conditioning on women in America. Psychologists Darryl and Sandra Bem contend that this conditioning is primarily responsible for the lack of motivation among women to pursue careers other than those which society deems appropriate for them. A fast-moving, humorous lecture, complete with role playing games. Recorded May, 1971.
Pacifica Foundation-Pacifica Tape Library
Dept. W 741, 5316 Venice Blvd.
Los Angeles, California 90019
213/931-1625

WE DON'T KNOW HOW TO GROW PEOPLE

Cassette audiotape with discussion guide how to raise liberated children.

Richard Farson

NEA - National Education Association
1201 North 16th Street, N.W.
Washington, D.C. 20036

10. FOR NAMES OF SPEAKERS, PANELISTS AND OTHER RESOURCE PEOPLE CALL OR WRITE:

Wisconsin Department of Public Instruction
Affirmative Action Officer
126 Langdon Street, Madison, Wisconsin 53702
608/266-1771

Women's Education Resources
University of Wisconsin-Extension
430 Lowell Hall
610 Langdon Street, Madison, Wisconsin 53706
608/262-9760

Wisconsin Education Association Council
222 West Washington Avenue
Madison, Wisconsin 53703
608/255-2971

Wisconsin Association of School Boards
122 West Washington Avenue
Madison, Wisconsin 53703
608/257-0543

11. USEFUL ADDRESSES

American Association of University Women, Educational Foundation Programs Office, 2401 Virginia Avenue, N.W., Washington DC 20037.
Write for information on the AAUW Task Force working on sex role stereotyping in education.

American Personnel and Guidance Association, Sex Equality in Guidance Opportunities, Mary Ellen Verheyden-Hilliard, Director, 1607 New Hampshire Avenue, N.W., Washington DC 20009.
Workshops for counselors, teachers and administrators offer technical assistance to those interested in developing a sex fair educational experience for their students. Wisconsin State Trainer is Joan Daniels-Pedro, 5917 Old Middleton Road, Madison WI 53705. Printed material available (see Section 7 of bibliography).

Feminist Book Mart, 41-17 150 Street, Flushing NY 11355.
Source for materials such as biographies of women, non-sexist children's books and adult literature, records, cassettes...write for catalog.

Feminist on Children's Media, Box 4315, Grand Central Station, New York NY 10017.
Write for catalog of materials available.

The Feminist Press, Box 334, S.U.N.Y./Old Westbury, Old Westbury NY 11568
A non-profit, tax-exempt publishing house which also sets up inservice programs, consults with school systems, publishers, and librarians, provides a clearinghouse on women's studies and education. Send for their catalogue - includes children's books, curriculum packet, inservice packet, women's studies informations, etc.

KNOW, Inc., P.O. Box 86031, Pittsburgh PA 15221.
Source of reprints, books, pamphlets on all areas of the feminist/women's movement...write for catalog.

NOW Task Force on Education, Mary Ellen Verheyden-Hilliard, National Coordinator, 3747 Huntington Street, N.W., Washington DC 20015.
Write for list of comprehensive resources including books, reprints, organizations. This task force is working toward non-sexist education for all children.

Resource Center on Sex Roles in Education, The National Foundation for the Improvement of Education, 1156 15th Street, N.W., Washington DC 20005.
A non-profit corporation created by the National Education Association to act as a clearinghouse for materials and information on sex-role stereotyping in schools. Free

quarterly newsletter on progress and events around the country. Write to the above address to be put on their mailing list. They would like information on local affirmative action programs curriculum and/or any other information that might be shared with others.

A Room of One's Own, Inc., 317 West Johnson Street, Madison WI 53703.
A feminist bookstore - including children's books. Write for list and price of materials available, or stop in.

Task Force on Equal Rights for Women in Education, Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver CO 80203.
Paula Herzmark and Patsy Garlid are the staff people for the Task Force. Write to them for information.

The Women's Bureau, Employment Standards Administration, U.S. Department of Labor, Washington DC 20200.
Statistics on labor available periodically and information on the status of women. Write to be put on their mailing list.

Women's Equity Action League, "WEAL Washington Report," National Press Building, Washington DC 20045. Subscription $7 per year.
A Congressional report compiled by members of the Legislative Committee of the Women's Equity Action League (WEAL). Useful as a means of keeping up with the latest bills in Congress and how they might affect schools.

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